# THE MAGAZINE

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During the month of January, *The Spectator* abandons the regular weekly format in favor of *THE MAGAZINE*. The feature length articles presented in the issue are lenghtier, and we hope, more entertaining and comprehensive than those in our weekly issues.

The five-year tradition of publishing *THE MAGAZINE* in January has been somewhat changed with this issue. Due to the nature of this *MAGAZINE*, (and to the fact that the editors were enrolled in great Winter Term courses), the publishing date is February. However, with this delay, we offer you the longest magazine *THE SPECTATOR* has ever printed, better quality paper than before, and four different sections; news, features, arts, and sports.We think these innovations are worth the week delay.

This semester, Matthew Zucker takes over the editorship from senior Robert Chassin.

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# Dean Bingham Resigns

## by Robert Chassin

After nine years, R. Gordon Bingham has resigned as Dean of Student Affairs, effective at the end of the academic year. President J. Martin Carovano, who made the official announcement on Monday, January 12, has not yet decided how Bingham's job will be filled. "I will be thinking about how the reponsibilties Gordon has had might be covered next year, and once I have clarified my thinking on that question, I will advise you further" stated Carovano.

Even though Bingham's resignation comes as a surprise to the Hill community, the Dean has been thinking about resigning for the past several months. According to Bingham, "Nine years in this job, even though it changed dramatically three years ago, is just enough. It is time for me to change to something else." He continued, "It is not a reflection on an unhappiness,necessarily, with this place or anything particular about it."

Bingham, a graduate of Middlebury College, came to Hamilton from Union College during the summer of 1972. At Union he held a variety of posts; instructor in economics, director of financial aid, and assistant to the president.

When Bingham, who taught economics during his first year at Hamilton, arrived, the College was an all-male institution with under 800 men enrolled. He now leaves a coed institution that has doubled in size since he has been here. Over the years, "The students have not changed very much in terms of outlook, preparation, and career goals--at least for the men. The female student has changed somewhat over the last nine years. They have become more career oriented, but this is probably due to the changing trend all over the country at the time," commented Bingham

Dean Bingham fondly recalls his first few days on the job in September of '72. "In '72 we still had the Adler Conference before school started [during orientation week] and we were going away to the Adirondacks; my first contact with the students of Hamilton College. On the bus ride up, I started feeling sick to my stomach. I was sure that at some point I was going to have to stop that bus driver and the new Dean was going to get off that bus and throw-up at the side of the road in front of all the students and faculty. A good way to start my career at Hamilton." The outcome, however, was not so dramatic. Bingham adds, "It didn't happen. But I did have the flu and left the conference early."

During the Spring of 1977, Bingham was named to his present position in what was perhaps the most dramatic event in a very emotional year. Bingham, who described the event as "By far and away my most memorable experience here," was then Dean of Students at the all-male Hamilton College. However, due to the merger of Hamilton and Kirkland, Carovano announced that the newly conceived position of Dean of Student Affairs would not necessarily be filled by Bingham and that a Dean Search committee would be formed to select the best candidate. The new position "Becomes a bigger position, with more administrative responsiblities. The next question is, do you put Gordon Bingham in that position automatically?" asked the President.

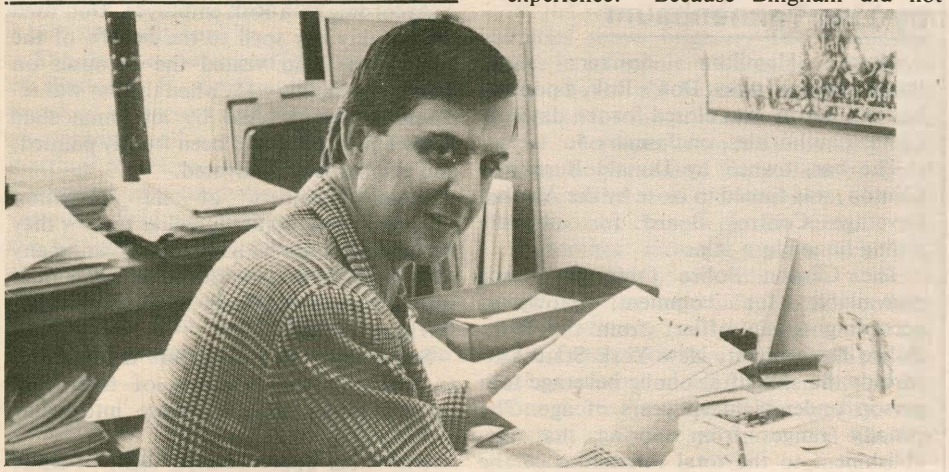
However, the description for the new job stated that, "a preference will be given to candidates who have an earned doctorate, who have had substantial college teaching. . experience." Because Bingham did not have his doctorate or "substantial" teaching experience, it seemed that he would have no chance at the job. But the students thought so highly of him that they circulated a petition endorsing the Dean. Over 800 people, Kirkland and Hamilton students and members of the faculty signed the petition. One *Spectator* columnist was so enraged that he begged Carovano to reconsider "this affair before College Hill loses one of its most talented and certainly its most personable individuals." (*Spectator*, Feb. 17, 1978).

**Bingham receiving ovation in Chapel**

Though emotions were running high, the Dean Search Committee continued its work, interviewing over 200 applicants--one being Gordon Bingham. In mid-April Carovano announced to the community that the committee had reached its decision and he would announce the new Dean in Chapel. Few members of the present senior class will forget that Chapel meeting. In front of a packed Chapel, Carovano announced that the Dean Search was over and that Bingham would stay. The students, faculty, and administrators present erupted with warm applause as the Dean walked up the aisle. "The warmth of that reception was something that I will always remember," recalls Bingham.

As Dean Bingham prepares to leave the Hill this spring, he still hopes to be in education where he feels most comfortable. "What makes it good for me are the people I work with," commented Bingham. "The people I have worked with here, all across the campus, but primarily those in which I have had the closest contact with--the students and my colleagues in Student Affairs--are the people that have been what makes it good for me."

*Robert Chassin '81, ends his tenure as Editor-in-Chief of The Spectator with this issue.*



**Dean Bingham**

# Fund Drives On

## by Nancy Martin

A large thermometer, similar to those used by the United Way to indicate the progress in its fund drives, is now standing in front of the Bristol Campus Center. This is only one of Chip Bristol's ideas which he hopes will call attention and elicit response to the 1981 Campus Fund Drive, which began January 14. Bristol, head of this year's Drive, hopes to collect $3000 by March 15.

The money is being raised by both the Inter Fraternity and the Inter Dormitory Councils. The I.F.C.'s contribution will amount to $1000, while the I.D.C. will contribute the remaining $2000. The I.D.C. has been asked to contribute a larger share as it represents more people than the

Both groups have already started funds. Psi U made the first fraternity contribution to the Drive, donating $1.00 every ticket sold to the St. Thomas Three other fraternities — E.L.S., Phi, and Chi Psi — are contributing proceeds from the parties each held Winter Carnival Weekend. In addition, proceeds from the I.F.C.-sponsored Carnival Dance, which was held in Alumni Gym, will go to the Campus Drive. The I.D.C. will raise the $2000 means of dances and dorm

The money raised by March will be to the following organizations: Volunteer Programs, the A.B.C. Oxfam, and Amnesty International. four groups have been chosen because, Bristol Remarks, "They adapt to any interest on

Hamilton Volunteer Programs such services as tutoring and to the community. Although the offered are free, some expenses, such gas, are not covered. The 1981 Fund should alleviate these

The A.B.C. (A Better Chance) House is program which gives many high school students a better for higher education. The participating students live together in a house on Road. The Fund Drive helps the House meet some of its

Oxfam, a world hunger organization, known to the Hamilton campus through school-wide fasts: ARA donates $1.00 Oxfam for every student who signs off meal plan for the day. The Fund Drive hoping to make a more substantial gift the one made by

Finally, Amnesty International is organization which exposes suppression and human rights violations other countries. If more than $3000 is raised, the extra money will be donated to the Central Oneida County Volunteer Ambulance Corps, which services the Hamilton community.

As of yet, no decision has been made concerning exactly how much money will be given to each of the four organizations. Bristol states, "Which organization gets more money depends on the interest generated in each one." Contributions may be earmarked for a specific organization, and it is from such designations that the campus' preferences wil be determined.

In the past years, the Fund Drive has raised money by soliciting door-to-door. However, the 1981 Fund Drive will abandon this practice. Bristol states, "People don't like soliciting. They should want to give, not have to." In addition, the 1980 Fund Drive only raised $1000, a large percentage of which was contributed by faculty and staff. The 1981 Drive will be entirely student supported. As Bristol points out, "This campus has no means of unifying around one common goal. I'd love to see the Fund Drive turn into something like that."

Jeffrey Eaton, Faculty Advisor for the Fund Drive, comments, "I'd like to see the whole campus pull together." The gifts the Drive makes to the four organizations will be from "The Hamilton College Community," and hopefully the entire Community will support the Fund Drive, encourages Eaton.

The 1981 Campus Fund Drive presents the student body with the opportunity to attack its renowned apathy. Although the I.D.C. and the I.F.C. have pledged $3000, all other organizations and individuals are urged to contribute to the Drive. Contributions may be given directly to Jeff Eaton or Chip Bristol (money cannot be sent through Campus Mail) or dropped in the designated Campus Fund Drive boxes on campus. Checks should be made payable to the Campus Fund Drive.

*Nancy Martin '81, and Lisa Tannenbaum '83, are reporters for The Spectator.*

# *Don's Rok* Runs Dry

## by Lisa Tannenbaum

Many Hamilton drinkers were inconvenienced when Don's Rok, a popular bar in Clinton, was closed for ten days, by Clinton authorities, on January 5.

The bar, owned by Donald Burns, of Clinton, was forced to close by the Alcohol Beverage Control Board for allegedly selling liquor to a minor.

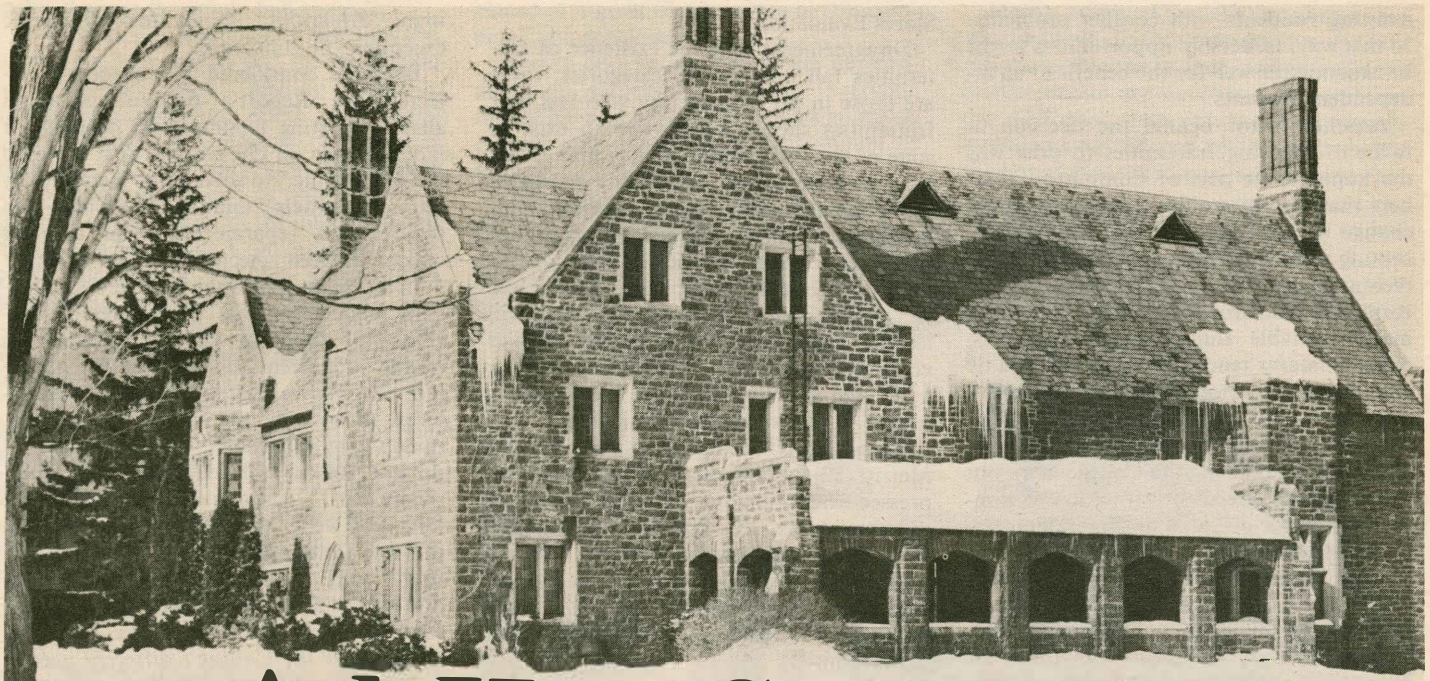
The Clinton Police Department was unavailable for comment. However, according to an officer from the Utica Police Department, New York State Law forbids the sale of alcoholic beverage to a person under eighteen years of age. The penalty ranges from closing that establishment to the total revocation of the owner's liquor license.

According to a Rok employee, Don used the ten day dry spell to the benefit of the bar. Those who visited the premises on Thursday, January 15, when the bar was reopened, were greeted by an immaculate Rok. The interior had been freshly painted, and the bar was renovated.

When members of the Hamilton community were questioned as to how they were able to cope with the shut-down, many replied that they were forced to locate their spirits elsewhere. One interviewee said, "What's the Rok?"

Some heavy Rok-ers found it preferable to drink in the seclusion of their own rooms, rather than purchase intoxicants anywhere else.

One sober upperclassman said, "I either drink at the Rok, or I don't drink at all."



# Ad Hoc Splits Hill

## by Rick Parrott

The "Final Report of the *Ad Hoc* Committee on Student Life" is not an imposing volume. To look at its plain white cover with black plastic binding, one would never think that its seventy-two pages might affect the future of campus social life and the fraternity system.

This spring, the Report will be read with interest and care by students, faculty, administrators, and alumni alike as the Hamilton community seeks direction in adjusting to its new status as a coeducational institution.

The *Ad Hoc* Committee was convened last February by President J. Martin Carovano for the purpose of providing him with information concerning the "adequacy of Hamilton's social/residential programs and facilities, given that the College is now coeducational."

The nine member group (chaired by Dean of Students, R. Gordon Bingham, composed of six faculty and student members, an alumnus, and a staff aide) held weekly meetings to discuss Hamilton's social life. The group also conducted interviews with various individuals, held an open forum in the Chapel, sent out questionaires, even read over the "Letters" section in the *Spectator* every week, all in an attempt to gather input from the Community. "We believe the process was an open one," said Bingham.

At the center of attention in the Report is the fraternity structure on the Hill, which involved the Committe in great controversy earlier in the fall when its "Interim Report" was published. Some members of the College community felt that this report "projects a dim view of the present fraternity system" (*Spectator* Oct. 10, 1980, Brooks Magratten).

In this earlier publication, fraternities came under fire for sexual discrimination in that they allowed men greater social, housing, and meal options than women, because they exclude women from memebership (the Emerson Literary Society being the lone exception). The solutions to these problems, as seen by the Committee, would involve plans ranging from taking over fraternity building titles to encouraging membership for women in these organizations.

In the second Report, the future for fraternities seems brighter. The Committee states in its report "We agree that fraternities should not be made accountable at this time for the problems of inequity and social overdependence . . . housing and dining inequities and the pattern of social overdependence on the fraternities can best be altered by changes outside them."

Fraternites did not escape criticism, however, "Male students have a wider range of housing/dining/social options than do women," said the Report, and "because fraternities have a considerable impact on campus social life, men have a disproportionate impact on the quality, variety and character of that social life," it went on to state.

The Committee also cited problems of "fraternity management" commenting that fraternities have often maintained their houses poorly. "On occasion, fraternities have been delinquent in trash collection and grounds maintanence and the College has had to put great pressure on house management or deal with the situation itself," observed the Committee noting that complaints about these inadequacies have been made by a variety of groups including parents of fraternity members, fraternity alumni, and sometimes the members themselves.

However, it was the judgement of the Committee as a whole that fraternities should be allowed to exist, "if there are other options which offer independent students desirable and possibly unique residential and leadership opportunities." The reasoning behind this stance was based on several factors.

On one hand, the Committee believed that a pluralistic social life might be achieved by changing existing residential and social options. This would be achieved by experimenting with dormitory residents being allowed to live in their dorms for more than one year, extended "off-meal plan" opportunities, group housing for "blocs" of up to twelve students especially in dorms with kitchens and full refurbishing of existing lounge space as well as possibly creating space in places where it does not exist already.

The Report suggested the adoption of a resident advisor system in dorms to expand on the present advising system in order to develop more of a sense of community among residents. The R.A.'s would act as an information source as well as a means of

*Rick Parrott '81, is the News Editor of the Spectator and has been with the newspaper for four years.*

assisting residents with conflict problems. In this way, leadership opportunities might be expanded as well for the benefit of all independent students.

Another factor behind the decision in favor of allowing fraternities to exist was the hope on the part of Committee members that the fraternities themselves would change on a voluntary basis and start accepting women as full members. The report recommended "financial assistance in the form of a loan from the College should be made available for these fraternities to make whatever renovations are required by this change." Another change the social organizations could make would be opening up fraternity meal plans to nonmembers, and having the College work out a contractual agreement with ARA to compensate for the influx of dorm residents onto house meal plans.

Some Committee members also acknowledged some of the unique advantages of fraternity membership, believing that "fraternities provide a desirable environment for their members to make a useful contribution to campus social life." Others, while not in agreement with this statement, were swayed by their impressions that the majority of students were not in favor of fraternities being eliminated or substantially changed, and that "it should be the College's goal to avoid the undesirable consequences we believe might arise if the campus social life were suddenly and drastically altered" citing "short-term chaos in social life and distrust and confusion among students" as potentially harmful effects. The conclusions, recommendations and even the language used in the Report were arrived at through a painstaking process of consensus, and in this process there were still distinct disagreements over portions of the final draft and even over some of the Report's final conclusions.

The devisiveness and strong emotions surrounding the fraternity issue have already been seen in several areas of campus life. After articles covering the Interim Report and the Open Forum appeared in the *Spectator,* letters began pouring in that were both anti- and pro- fraternity life.

Forty-six members of the College faculty submitted a letter to the President, the Committee, and the Trustees of Hamilton College recommending that fraternities be abolished on the grounds of equity (the lack of fairness in having unequal options for men and women), domination of the social scene by men, lack of variety in social life, alienation of fraternity members from the campus ("Young men are encouraged to set themselves off . . . they will think themselves superior to those not chosen"), and reinforcement of sexual stereotypes The Middle States Evaluation Team which toured the campus a few months ago was also disturbed about this latter issue and was highly critical about the College's integration of women into a new coed situation. (See the article on the Middle States Evaluation.)

Disagreements over the existence of fraternities fall into several categories; there are those in the Community who feel that fraternities should be allowed to exist in spite of potential problems they may create as long as the College creates and maintains viable social/housing/eating options for independents; others express the hope that while the College has social obligations to the independents, fraternities themselves can be the chief agents of change if they will alter and adjust their membership policies voluntarily; finally there are those who for a variety of reasons believe that the fraternity system should be eliminated.

Committee Chairman Bingham and Lisa Merritt '82, a Committee member, both expressed their opinions in their dissenting memorandums to President Carovano. Both disagreed with the Report's final recommendations which call for the expansion of social/housing/dining plans for independents without the outright abolition of fraternities.

In his memo, Bingham, stated that his decision was based on two facts: "first, Hamilton is a coeducational college, and, second, that fraternities admit students of only one gender." He further reflected that "to permit discriminatory practices to exist" contradicts the concept of a coed institution, noting that in areas of hiring, and athletics the College has strived to eliminate "disparities;" social life should be no exception, he concluded.

Bingham considered but eventually rejected the Report's conclusions about altering existing facilities and options for independents on the grounds that it would not be possible "to solve some inequities by setting up others" and the "the whole plan smacks of a 'separate but equal' doctrine which has been rejected time and again."

In his memo and when interviewed, Bingham made clear that he believed his decision for abolition was not based on an overall judgement about the nature of fraternities, but was instead founded on his interest in creating the fairest, most equal, open social atmosphere for all students. "I do not believe the fraternities are intrinsically evil . . . they have served the College long and well," he stated. But he believes that the College has changed in many profound ways (the increase in student population as well as the addition of women to the campus) and that fraternities could no longer serve the College's different needs.

When interviewed, Bingham elaborated on his opposition to fraternities. "My conclusions come over my concern about equal treatment, equal access, participation, and facilities for men and women," said the Dean. "I didn't make a judgement in my dissent about fraternities in an abstract sense," he continued. Furthermore, "the fact remains that we are coed now and that

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really changes the whole ball game."

The Dean also explained more fully his opposition to sororities and the integration of women into already existing fraternities,creating in effect coed social organizations. On the issue of sororities Bingham said that sororities discriminate on the basis of sex just as fraternities do. (He also noted that in all the interviews and meetings held by the Committee with the public the subject was not greeted with tremendous enthusiasm by women.)

Many women, he believed, object to some of the traditionally held stereotypes concerning female social organizations. "What I hear women say is that they believe sorities to be cliquish, Mickey Mouse organizations that you really can't get anything valuable from," he remarked.

A possible compromise solution to this difficulty might be found in Hamilton's fraternities going coed, but Bingham believes that women members would suffer if their membership were forced upon fraternities by the College. So far, the Dean noted, only one fraternity has voluntarily offered to enfranchise women into the organization (ELS) but he said that the College would look with favor and support on any others who chose to take this route.

Lisa Merritt, in her dissenting opinion, stated that the Committee did not give adequate attention to the issues of sexism and anti-intellectualism. According to Merritt, sexism is fostered not only by the discrimination against women by their gender but by creating a social atmosphere which is unhealthy for both sexes.

"I think single sex living is bad when the opposite sex is stigmatized," she said, noting that in a coed situation men and women can interrelate as peers, but that the present system encourages an overdependence on fraternities to provide the social life for an entire community. "Women are placed at a great disadvantage at this campus," she concluded.

Merritt also stood against the development of sororities. "I think everyone should have an option of joining a group on campus and I don't think there should be groups that exclude."

**Lisa Merrit '82**

With regards to anti-intellectualism, Merritt commented that the issue is not simply a matter of good grades or offering lecture series to the campus but "has to do with maturity... having an open-minded attitude and tolerance..." of other opinions. She cited the example of the open forum earlier in the Fall. Many fraternity members, in her opinion, look at the issues from the standpoint, 'What right does this school have to take this away from us?' "But the school calls itself a coed institution," she noted, going on to say, "one wonders if they shouldn't take some of these questions into consideration."

"One problem here is that freshman and sophomore women don't question [the social system] enough," observed Merritt. "I think when you're a junior or a senior, you get more cynical about it, but you figure, 'I won't be around so it's too late to change'."

A final difficulty in coming towards any resolution about the social life is that "students have a hard time imagining what it might be like without fraternities here," she said. "I think there's a fear that there wouldn't be anything in the social life, just empty space."

Merritt admitted that the two charges are very difficult to substantiate but she still maintains that the issues of sexism and anti-intellectualism are significant problems on the Hill that deserved the Committee's attention and did not get it. Nevertheless she hoped that the Report's most important goal of "getting the students to think about these issues" would be achieved.

Other critics of Hamilton's social life scene came from the ranks of the Hamilton College faculty members who signed a letter calling for the abolition of fraternities. "I don't think whatever benefits they [fraternities] yield can't be achieved by a more equitable means," said Professor William Rosenfeld.

Assistant Professor/Chaplain Jeff Eaton speculated that "perhaps a school like this doesn't need this type of subdivision," referring to the school's intimate atmosphere. He believed that before the school takes any action on the possible elimination of fraternities, it should have specific ideas and proposals about what might replace them in providing the campus with an adequate social life. Richard Werner, Assistant Professor of Philosophy, refused to comment on the situation.

As mentioned earlier, abolition of fraternities is considered an option the College ought to take by some members of the Commuities, and the Committee considered this possible plan of action. In the end, however, the Committee struck a compromise which recognized the fraternities' right to exist contingent upon the College's expanding of the alternatives for independent students.

This final decision was greeted with a measure of enthusiasm by Bill Waskowitz, *Ad Hoc* member and former president of Alpha Delta Phi, who commented, "I agree with ninety percent of the final report," going on to say that the final proposals "were a lot better than the criticisms of the initial *Interim* report which offended a lot

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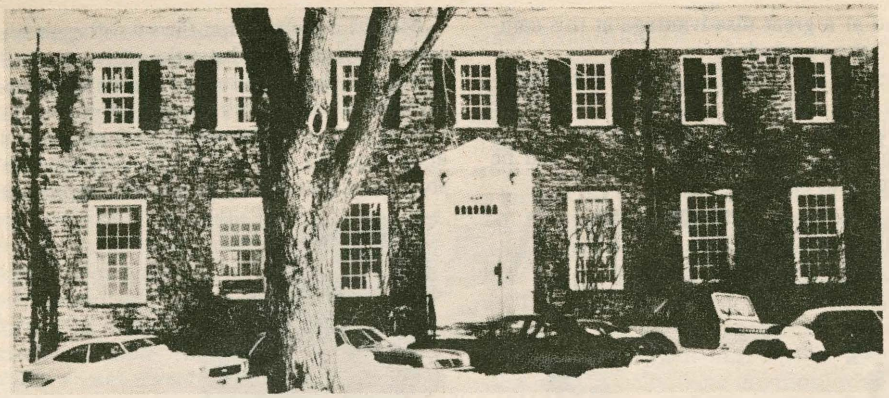

of people."

Rick Noble, head of the Inter-Fraternity Council, said "My first reaction is that it is a tremendous improvement over the other report." He went on to note that "Our biggest complaint about the *Interim* Report is that it dealt with fraternities as *the* problem, the *only* problem on campus." Noble feels this is an over-simplified view of any social difficulties as they exist at Hamilton.

For example, Noble cites apathy on the part of the student body as a major social problem. "It's very easy to sit around and point fingers at others for these problems around here," he observed, continuing, "when positive benefits and services do exist and are ignored, whose fault is this?" Noble and Waskowitz pointed to the variety of cultural events and charitable activities which fraternities provide to the campus. When the Pub was closed for remodeling early in the Fall, fraternities sponsored alternative "Pub Nights" for the Community at large. Sigma Phi and Delta Upsilon have organized lecture series in the past with prominent figures from business, politics, and other diverse backgrounds. This year's Campus Fund Drive, both noted, will be receiving the support of the I.F.C. (as well as the I.D.C.) with fraternities organizing many social functions for charity. Last year's "Trampoline-A-Thon" for the American Cancer Society was sponsored by Alpha Delta Phi.

In light of this evidence, Noble and Waskowitz believe that the criticisms of fraternities as anti-intellectual, purely social places cannot be justified. "People might like to think that fraternities here are like the ones in *Animal House*, but I believe these events help to prove that they're not." Noble commented that too often "people look at what problems fraternities *may* cause rather than what benefits the fraternities *do* provide."

In the Final Report, an important argument for the existence of fraternities was "the experience of 'male bonding' which develops when young men live and work together." Waskowitz noted that fraternities "allow people to get together in an atmosphere of camraderie" with the potential for developing leadership and a sense of group responsibility. Most fraternity members have heavy financial obligations which come with this experience, paying extra dues and social fees which can cost over $200 extra, over the cost of regular room and board.

"For my own personal experience, the most valuable thing this fraternity gives me is the chance to live away from College handling, working with my own money and my own friends doing the things that I want to do," said Noble, referring to the fraternity experience as "a very special relationship."

Although stereotypes certainly exist about fraternities, Noble believes that charges of fraternities pressuring members to conform to them or somehow shape their personality and behavior to the fraternity image are unfounded. While people of similar interests join together in the same house, "there is no way that every member thinks or acts the same." In his opinion, shared interests do result from the friendship ties in the house but that "fraternities do not mold a person."

Noble believes that fraternities constantly tread a tightrope between approval and disapproval, cooperation and opposition, from the College Faculty and Administration. He mentioned the problems of overcrowding on campus, noting that the fraternities often assist the Housing office by taking extra members and sometimes non-members into their houses to alleviate the room shortage. Faculty members in his experience have praised and expressed strong interest in the lectures and other cultural events fraternities offer but then criticize the fraternities for the familiar charges of sexism and anti-intellectualism.

Noble referred specifically to the letter sent out by the forty-six faculty members which called for the abolition of fraternities. "When fraternities do provide things that professors like, the professors jump up and applaud," noted Noble. "Then they turn around and condemn you." "Fraternities appear to be part of the College when the College wants them to be," he reflected. The problem, in his view, will not be resolved until "people take a more open and honest view that fraternities do provide many benefits."

Both Noble and Waskowitz feel that abolition is not a fair or realistic solution for the College. "Options are the most important things," comments Noble going on to say, "On a campus which is isolated and somewhat small, taking away options is not the thing to do; providing more is the key."

Such options should certainly include expanded alternatives for independents,

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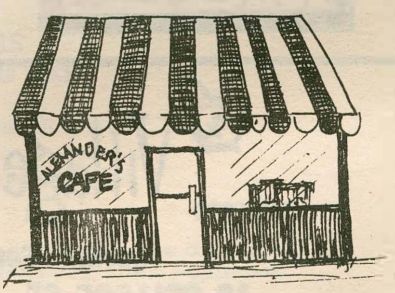

believed both men. Noble feels that in the future, fraternities ought to expand dining membership to more people. Currently, he noted, there are a small number of non-members who eat on the Sigma Phi meal plan and he felt that this might be a trend of the future.

The two also expressed enthusiasm for the *Ad Hoc* recommendations concerning group housing and special interest housing. "A group of women should be allowed to secure a living unit of their own," said Waskowitz. They were more hesitant on the issue of fraternities going coed. "If the fraternity wants to do it, they really ought to," said Waskowitz, who cautioned however that the College should not force the fraternities to accept women as members, but rather should offer support as it was needed.

Noble believes that fraternities should seriously consider opening their doors and allowing other groups to use their facilities for social functions as long as the groups are willing to fund and organize the events themselves. He referred to a party at Sigma Phi earlier in the year run by a Dunham advisor as evidence that this sort of cooperation between independents and fraternities is possible.

On the issue of fraternity management which, according to the report, would allow for "unannounced inspections" by the College to check up on house living standards, Noble questioned the right of the College to inspect a private living situation, and said that the administration should be fair in its treatment of its students, holding both students and fraternity members to consistent standards. Waskowitz commented, however, that "maybe it'll bring fraternities around to the problem of management."

The *Ad Hoc* work is over now. What remains is for the College to take the information and come to some serious decisions in the nature of campus life. President Carovano said, "Eventually I'll have to come to some conclusion and make a recommendation to the Board of Trustees. He indicated that he would not be ready to make a recommendation at their March meeting, and said that their May gathering would be the earliest possible time he might come to any final decisions. "I haven't yet sorted out how I shall solicit more information and reaction," he noted. Furthermore, Caravano said that more open meetings with students and interviews with various community members were the options he was considering.

Before the President has any final comments, he will also receive some input from a special panel of alumni who the Trustees recently selected to appraise the *Ad Hoc* Report. Copies of the Report have also been sent out to the Trustees themselves and many of them will no doubt discuss the matter with the President over the Spring months ahead.

Since the *Ad Hoc* group is not a policy-making body, any substantive decisions about social life rest with the Trustees ultimately, although President Carovano's recommendation will also have a strong impact. The Trustees then have several choices in this matter, which include accepting the findings of the Report or perhaps coming to a new policy decision of their own invention.

"Instead of making a clean slate, we should let things evolve," said Bill Waskowitz. "Allowing a slow transition is much better for all concerned," said Rick Noble, reminding that "this College has only had women in it for two or three years . . . these things just can't happen overnight."

Others believe that the College owes its students a change, a breaking away from the past as an all-male institution even if this means the abolition of fraternities. Perhaps as the *Ad Hoc* Report suggests, there can emerge a consensus view which would allow fraternities to become one of a new, highly pluralistic social and living arrangment. But one thing remains certain. As the Middle States Report states, Hamilton College must take into account its new standing as a coed institution.

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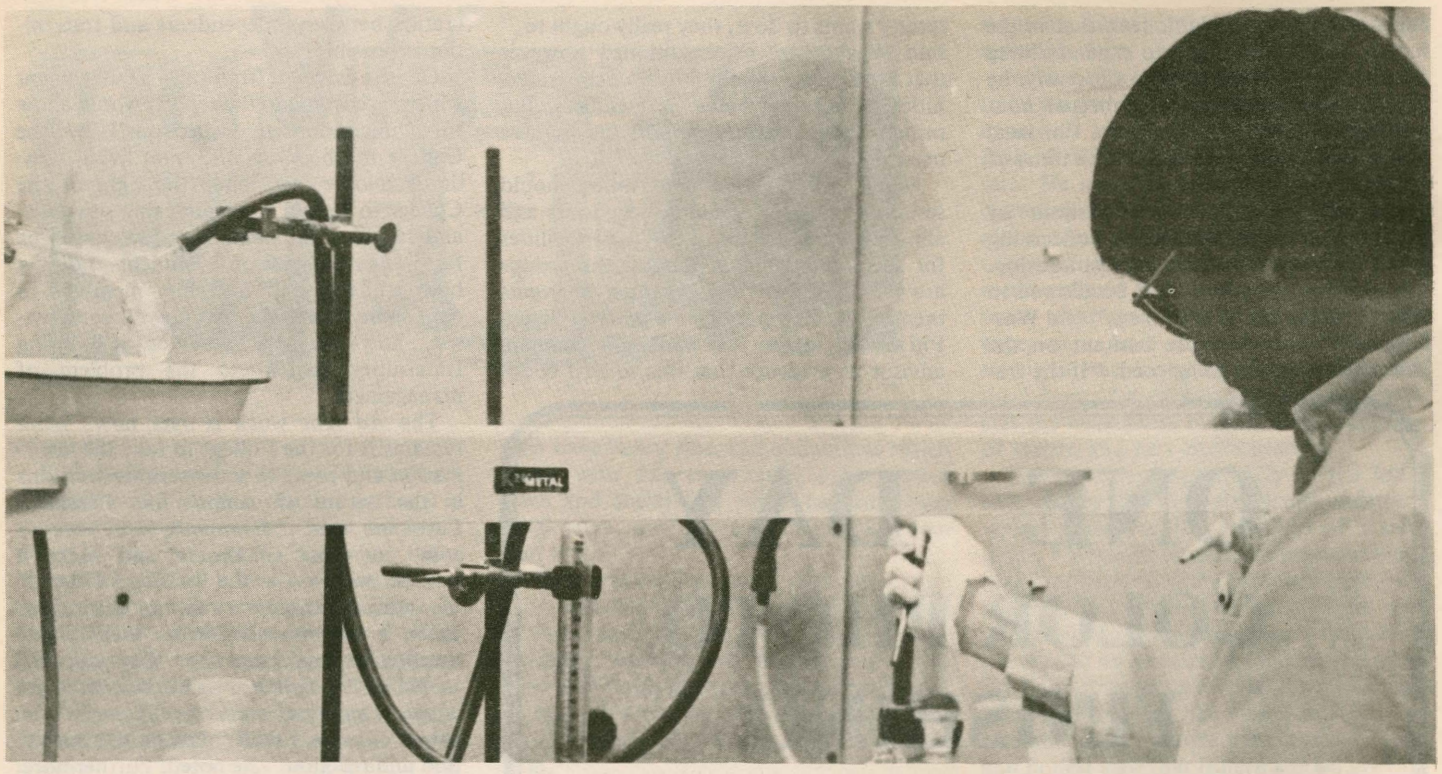


# Medical Sweepstakes

## by Allan Hamilton edited by Robert Chassin

I played the game. I got good grades. I got high MCAT's. I got into med school. I even got to choose among medical schools. I won big at the medical sweepstakes. I am one of the lucky ones.

Or am I?

Maybe I am just naive and foolish, blind to the price exacted by my premedical curriculum and have paid in a currency dearer than I know for my "victory."

Everyone assumes that a successful premedical student is prepared to make purposeful sacrifices. We assume the premedical process ensures a coherent, coordinated, precise, selective educational strategem which guarantees American medical schools the fittest candidates to fill those highly coveted positions.

But I was wrong — dead wrong. Premed represents an educational nightmare; it is largely a haphazard collection of anachronistic ideologies more firmly grounded on blind prejudice, social elitism and intellectual snobbery than on sound educational policies.

*Allan Hamilton graduated from Ithaca College in 1972, and then took two years of pre-med courses at Hamilton. He is now a member of the class of 1982 at Harvard Medical School.*

Is it time to ask when we are going to demand more from our premedical curricula? Yes, more. Medicine is heading into the still winds of change, and I question how much our undergraduate programs are shipping out leaders able to plot the new tacks and courses ahead in the medical profession.

It is useful to consider the premedical problem as a question of behavioral objectives. What do we want of a student when he or she has successfully completed the minimal academic requirements for admission to a medical school?

The 1977-1978 Medical School Admission Requirements handbook from the Association of American Medical Colleges (AMCAS) tells us: "There is a universal feeling that medicine demands superior attributes of its students and practitioners. Integrity and responsibility assume major importance within the reasearch laboratory and the classroom, as well as with patients and collegues. The schools also mention desirability of such other traits as curiosity, inititiative, motivation, perseverence, purpose, and breadth of interest."

Now how do you encourage such traits to develop in a student, assuming these criteria should be sought? Do you establish a severly competitive academic environment where the GPA's reign supreme and where intellectual honesty is shadowed by "achievement?" Premedical curricula have contributed to the wholesale, cold-blooded slaughter of scholarship in medicine in the name of success. I'm afraid that Hamilton College's hands are not clean of this crime, either.

By establishing a severely competitive academic environment, one heavily concerned with grades, you produce a student that is primarily interested in these grades and not always so particular about how he got them. In other words, an environment that is highly conducive to dishonesty is produced.

On my first day I attended a meeting of nearly 200 freshmen interested in premedical studies. This year scarcely 30 seniors are applying to medical, dental, and

Premedical curricula have contributed to the wholesale, cold-blooded slaughter of scholarship in medicine in the name of success.

veterinary schools combined. We are the tattered few who made it through the "Cement-mixer," and we are proud because we have shown that we have the perseverance AMCAS tells us is desirable in med school applicants. We take some measure of ourselves from the fact that so few have made it.

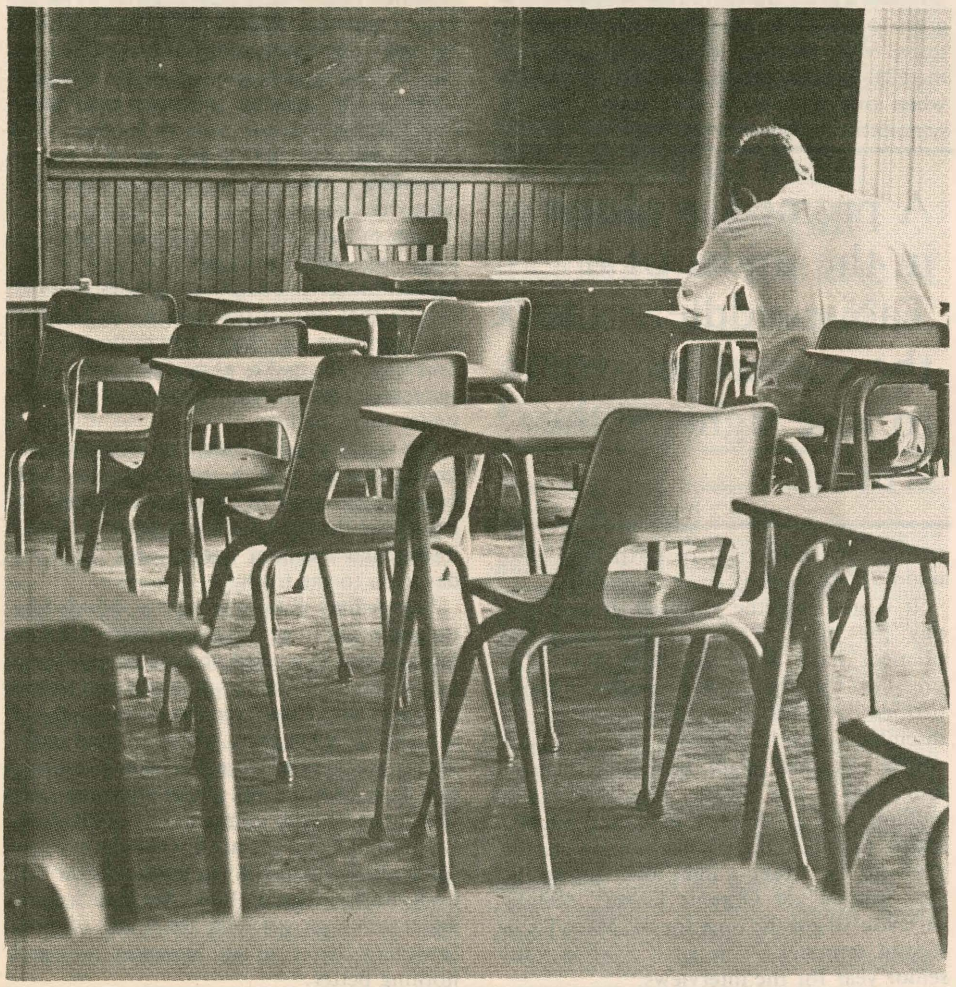
But why did *we* make it? Because we are more brilliant than the average lot? Hardly. We made it because we worked hard and longer than the others, because we put our noses to the grindstone and held them there when others gave up, because we sacrificed "the night out on the town" and frivolous hours over a beer. Are we better health professionals for it? Many of us have not pursued full social lives because of heavy academic demands; we have fallen into socially limited human beings.

Unfortunately, the premed student is so very concerned with grades, that he usually does not avail himself to the extracurricular activities on campus. These activites, he feels, will take up too much time and, hence, lower his academic average. However, what the premed and some others fail to recognize is the importance of these activites.

The student can not learn about people and how to deal with them by reading books, sitting in lectures, or mixing chemicals. He can learn about people and more about himself by participating in extra activities. Activities that deal with people--not books. Instead the premed opts for only one side of the liberal arts education — the academic side. He is missing the other, more subtle side of the true liberal arts education — the one that teaches humanity.

How healthy is that for the doctor or dentist who must be able to quickly establish trusting relationships with patients so that health problems can be frankly discussed? How is the health professional who spent his most crucial period of social development married to textbooks (who now perspires at the thought of doing the "Hustle" in public) going to comprehend the peculiar sexual neutrality that permits him to perform a gynecological examination? How is the woman who forsook the critical sexual experiences of her youth (to fondle her histology sections late into the night) supposed to adquately discuss testicular cancer with her male patients?

What about those students whose interest in premed died? Were those students intellecually inferior, lacking in moral fiber? No. They simply decided the price was not worth it. For the most part the academic nightmare of participating in a course with premedical students discourages many. Some students want separate courses for premedical students — but not to provide premeds with more accelerated material and the opportunity to examine medical topics in greater depth. They want separate courses to that premeds would not "pollute" the course, break the material down into multiple choice or essay, and divide the inherent integrity of the natural world into what is on an exam and what is not. A professor once explained in his opening lecture to his biology class that all his lectures would to be tangential to the textbook material. They would serve, he said, to "stir the intellectual pot," and would not appear on exams.



**The final grade is the critical focus and most teachers and students do not really give a damn if individual knowledge is increased or improved.**

On delivering a stirring and inspired lecture on the "faith in cause and effect in biological study" and on "emergent properties at each level in the study of nature," he saw many hands in the air. He seemed pleased at the response and asked what were the questions we had. The first five questions were about whether any of that material would be on the exam.

I cringe to think that I was one of them.

Excessive interstudent competition also destroys intellectual honesty. In the history of science, serendipity often pointed the way to a significant discovery because the investigator had an open mind, and sought the truth, though it differed dramatically from the correct answer of the day.

Premeds, however, are deprived students. Desperate for high grades, they teach themselves to see only the correct answer — the one that gets them the grade. But history may later prove we "missed the boat."

Another incident in a physics class illustrates the point. One day in lab the equipment was malfunctioning and the answers being recorded were grossly incorrect. As we (the vast majority of us were premeds) began to realize our answers were wrong, most of us became anxious and asked our instructor what to do. He simply said: "Well, then hypothesize what's wrong and write the lab about that." The class became openly hostile towards the instuctor,not because we thought he was insensitive to our plight, but because we were insecure without a "correct" answer. We were being asked to investigate a scientific problem (what we were being trained to do, after all). We were plainly not up to the task and, frankly, uncomfortable in

unknown territory.

A second and perhaps more telling illustration comes to mind: consider how few professors in the sciences provide an answer key to their final exams or even arrange for students to examine their final papers at a later date. Why is there no interest in the answers to the final exam? Because the "answer" is the grade you received.

The final grade is the critical focus and most teachers and students do not really give a damn if individual knowledge is increased or improved. Such considerations of personal devlopment are not the fundamental issue once an exam is handed in.

Why does reading week exist for a science course? The text reading is complete and the full spectrum of lectures has been delivered before reading week. Everything important to the student and future scientist has already been learned before reading week. During reading week, one learns all those bits of data that will inevitably be on the exam, supposedly to test one's grasp of the material and to provide an opportunity to display mastery and comprehension of the course content.

These are the same bits of information that will have sifted back out of the memory a month or two later from disuse. Reading week is essentially a college's way of admitting it expects students to learn a great deal of material not important enough to remember when it was originally presented. Does such a blitz of data acquisition produce competence, mastery and comprehension? Hardly, for understanding and mastery do not fade in a month or a year.

A premed is caught in the midst of a Taoist riddle: to seek the correct answer is to lose sight of the truth; to teach a scientist to give the right answer, is to teach a fool.

One could charge me with expecting premedical training to answer all the problems of the human race. Rather, I expect it to *begin addressing* them. But this will not come about if a premed program does not examine its objectives and the implicit premises used to reach those goals.

In addition, premed can be a vehicle for social and ethnic discrimination — something that no one cares to notice in the nation's medial schools. Often, minority students attending Hamilton are advised to follow the traditional premedical curriculum and assume the normal academic load of other premedical students. Little good comes from such advice as many minority candidates have a secondary education that has ill-prepared them for such studies. The grueling first and second year academic loads are enough to permanently depress minority students' academic averages and to place dreams of medical school beyond reach. Other minority members are compelled to drop out of premedical programs here after the first year assuming they simply cannot "cut it." They should question whether poor advising is at fault.

That the colleges have not provided an alternate curriculum in conjunction with an aggressive advising and tutoring program for minority and educationally disadvantaged students seeking to enter the premed jungle is a great shame for the schools and a great loss for the nation's medical institutions. My "victory" at securing a place in medical school seems to pale somewhat when one adds to it the tinge of social perspective, when one sees my place gained perhaps more by right of birth into white middle class than by right of intellect.

A premed is caught in the midst of a Taoist riddle: to seek the correct answer is to lose sight of the truth. . .

It is not only the minority groups who pay the price. The so-called successful premeds have also paid their dues. The pressure for the highest grades inhibits premed students from explorng difficult disciplines outside their own area since such course selection might prove too demadding, take too much time, and not culminate in an A. The premed gradually learns to tailor his or her burden as the years go by: "take a light load during the year you've got Organic Chem" "Make sure you've got the time for the MCAT's in second semester." "Keep it light in your senior year for the interviews."

Gradually, individualistic striving ceases to have intrinsic worth and an academic program becomes the mere reflection of a premed's perpetual anxiety.

Organic Chemisty may well be the course in which this anxiety peaks. Little by little, this singularly exciting area of chemisty becomes perverted into little more than a glorified admissions procedure for medical schools. The organic chemistry professors in colleges across the country are forced to give increasing care to grading and to accomodate overbearing and obtrusive classwide anxiety.

One of the saddest results is educators' loss of the privilege to evaluate. Mathematically computed grades are so crucial that only a few couragous instructors continue to resist the protection of averaging to make a professional value judgement about each individual student under their tutelage.

We are producing a class of brow-beaten, unimaginative health professionals who lack what one of my professors called "a good crap detector." Such a device protects intellectual freedom and insures scholarly devotion to the truth.

Somewhere along the way — blinded by the ambition to get to med school — I may have cashed in a good portion of my "crap detector" at the door. If I and my fellow premeds have surrendered our detectors, we are only guilty in part. We are only as guilty as our teachers who were so quick to insist that they be given up. If America can only find an excessively competitive, intellectually stultifying and socialy discriminatory way to produce the health professionals the nations needs, then I think America is probably going to get just the kind of professionals the country deserves — and nothing better.

# Hamilton: An Ivory Tower?

## by Joy Graham and Matthew Zucker

On Saturday, November 1, the campus of Williams College was shocked when two people set fire to a cross next door to a party being sponsored by the Williams Black Student Union. The next week, under pressure from black students and alumni, more than 1200 students, faculty, administration and staff members participated in a rally at which Williams President John Chandler, members of the BSU, and student leaders denounced the incident as, in Chandler's words,"an affront to the fundamental values and commitments of Williams College."

The cross-burning spread waves of unrest and self-criticism throughout the Williams Community, Greg Wichter '81, BSU coordinator, asked,"when will we realize that it (racism) also exists at Williams and in our attitudes?" He charged that "the school we attend is institutionally racist." The *Williams Record,* in its editorial on the subject, cited the "continuing presence of racism at Williams," and hoped that students were, after the incident, made more aware that "racism still lurks in the shadows of our not so ivory tower."

The general situation here at Hamilton is not dissimilar from that at Williams. Both are rather secluded private schools, with a small minority of black and Latin students. Most cultural and social events are directed toward the majority of white students at both schools. The question is: what sort of racial situation would an incident like the one at Williams uncover if it were to occur at Hamilton?

Compared to schools of similar size, Hamilton matriculates a very small number of minority students. The Self-Study Report on Hamilton, prepared for the Middle States Association in September 1980, sets the number of minority students attending Hamilton in 1979-80 at 53 out of a total of 1621 students. In other words, minority students accounted for a total of slightly more than three percent of the total Hamilton student body during that year.

The statistics for minority faculty members are even smaller. At present there are no tenured black faculty members at Hamilton, and the total number of black professors at Hamilton peaked, this year, at two.

The opportunities for social and cultural activities for minorities outside the mainstream Hamilton life are few. They consist, mainly, of events sponsored by the Black and Latin Students Union, and the Afro-Latin Cultural Center.

**Shelton Getter, Chairman of the B L S U**

> What sort of racial situation would an incident like the one at Williams uncover if it were to occur at Hamilton?

Do these disproportionate figures imply the presence of racism at Hamilton? If racism is openly acknowledged at Williams, a school with a much higher minority population and faculty representation, its existence would seem almost necessary at Hamilton, to support the school's consistency in under-representing minorities.

However, according to Holsea Franklin '82,the Minister of Cultural Affairs at the Hamilton Black and Latin Students Union, the problems facing the black population at Hamilton are more complicated, and cannot be solved by simply applying the term "racism." In fact, racism hardly enters into the problem at all.

According to Franklin, the problem lies in the basic cultural differences between blacks and whites which tend to discourage mixing social and cultural activities. Franklin sees very little evidence for racism at Hamilton. "I can't forsee what happened at Williams happening here at all," he said. "The BLSU sponsors many cultural events, as well as a variety of social activities which are all well attended, and there is no pressure to segregate these events."

Minorities are denied few opportunites at Hamilton. "If a minority student wants to join a fraternity here, he or she is given the exact same opportunity as anyone else," said Franklin.

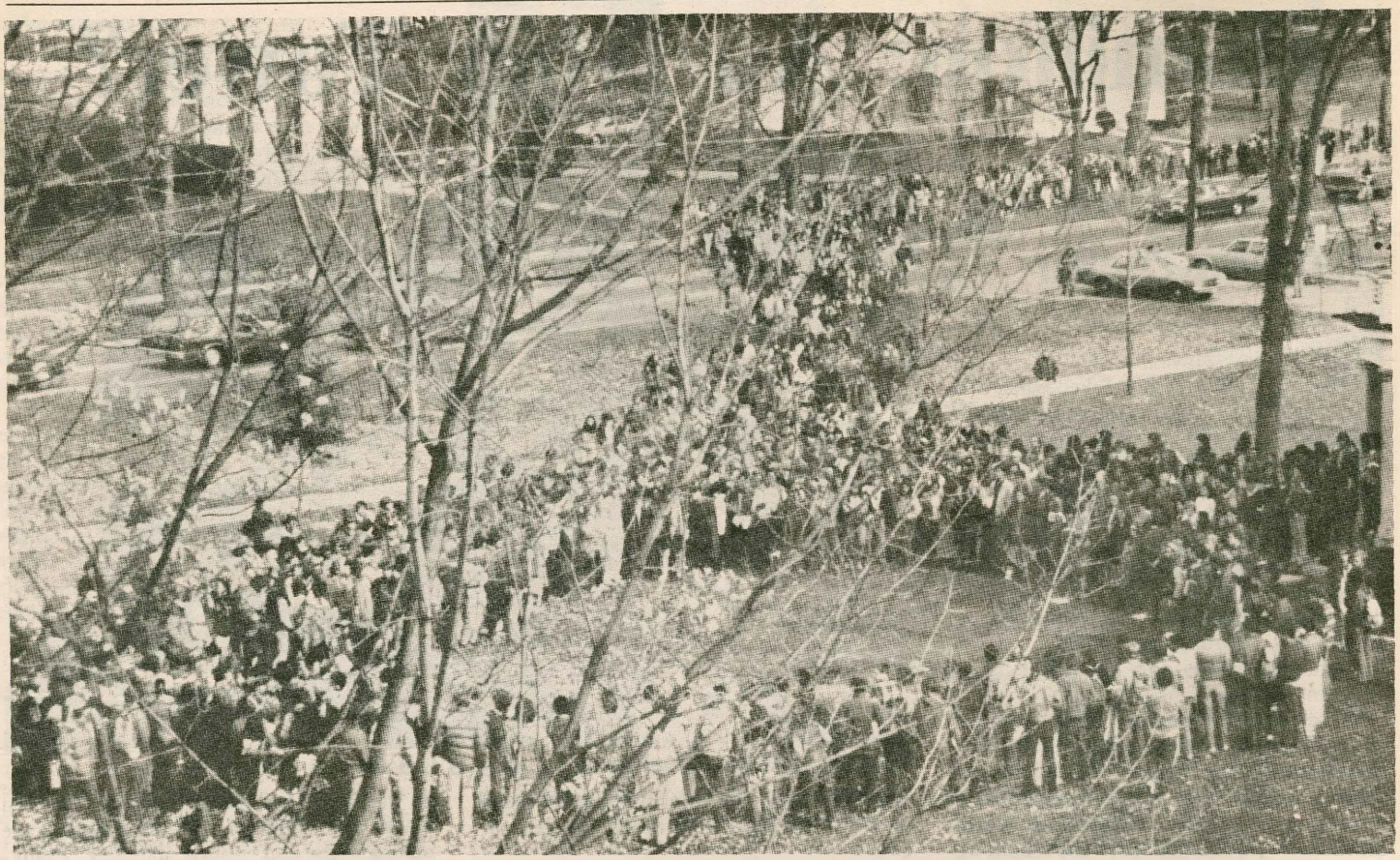
In addition, Franklin cited the concern shown by the administration for increasing the minority population. The Admissions Office has, he explained, been working with the BLSU in recruiting minority students and has been very helpful and supportive.

"The problem," said Franklin,"is that although the school is helping, many minority students choose to go elsewhere, because of Hamilton's small minority population."

Christine Johnson, faculty advisor to the BLSU, and director of the Higher Education Opportunities Program at Hamilton, added that schools such as Williams are closer to metropolitan areas, and tend to be more attractive to minorities.

Shelton Getter '82, who traveled to Williams after the cross-burning to meet with members of the Williams BSU, agreed with Franklin on the status of race relations at Hamilton. "The problem is not racism," Getter said, "but cultural differences. Minority students who come to Hamilton must adapt to the Hamilton lifestyle, while,

*Joy S. Graham '82 will take over as Managing Editor of The Spectator in the spring. Matthew Reed Zucker '82 will become Editor-in-Chief.*



**Demonstration following cross-burning at Williams College**

*Courtesy of the Williams Record*

at the same time, maintain their own culture. There is a lack of awareness of this problem," he continued, "and that is what leads to any difficulty in minority-white relations."

"At Williams," Getter said, "there is an all-black dorm which houses most of the minority students. All the BSU parties are strictly segregated, and very few students reach out to associate with students of other races. The students at Williams alienate themselves racially."

This sort of tension, however, is not found at Hamilton. BLSU-sponsored events are frequent and range from parties to art exhibitions. As Getter said, "if the BLSU has a party, anyone who wants to dance is welcome; there is no pressure."

There is, however, a difference of opinion on this matter. Some white students have complained of being excluded from meetings on the basis of their race. Getter explained that although such incidents may have occurred in the past, BLSU meetings are now open to all students on alternate Sundays, the other Sundays being reserved for Ministers meetings which are closed. "White student voices are welcome at our meetings and as far as I'm concerned, no pressure exists," he continued.

The question of white membership and voting rights has been a long-standing one. Although David McGowan '79 was an honorary member, there has long been opposition to white student membership. The original charter for the BLSU in 1969, then known as the Black and Puerto Rican Union, clearly stated that there be no white members. The present constitution, however, is not so clear. That document states that to become a member of the BLSU a person must identify with being black or Latin American. Changes in the wording are now being made to clarify the issue. Whether non-minorities will be able to become members and/or vote is still undecided.

The question arises, however, of whether the BLSU does segregate itself to some extent, from the rest of the community, and whether this hurts its effectiveness. According to freshman Scott Amoye, "Only a small part of the black and Latin American students does not interact with the larger community." Insofar as the Union's accepting white members, Amoye claim's, "The Union is acting like an underdeveloped country. We want help, but not enough to want open membership. We just don't want others to take over. Some feel that help is for some reason owed to them."

The role of the BLSU, as stated in the preanble to its constitution is:

TO PRESERVE THE CULTURAL IDENTITY OF EACH BLACK AND LATIN STUDENT: TO AID ALL STUDENTS IN ADJUSTING AND FUNCTIONING IN THE COLLEGE ENVIRONMENT: TO SEEK AND ACTIVELY PROMOTE CHANGES CONDUCIVE TO THE DEVELOPMENT OF EACH STUDENT AND FINALLY TO PROVIDE, ON A PERSONAL LEVEL, AN ATMOSPHERE IN WHICH THE BLACK AND LATIN STUDENTS MAY COME AND EXPRESS ANY PERSONAL, SOCIAL, AND/OR ACADEMIC PROBLEMS THEY MAY ENCOUNTER.

According to Johnson, the BLSU also "provides a home away from home for minority students." Amoye states that all freshmen feel a need for this and go there. However, he continues, "a big problem is that a majority of people eligible for BLSU don't show up. Only twenty out of fifty-three students participate regularly. Freshmen go there with high hopes. Many upperclassmen don't go at all because past bad treatment from people who have already graduated."

These goals might lead one to suggest that the means to the end of cultural integration lie in increasing the minority population at Hamilton. Johnson states, however, that any solution to minority-white relations does not necessarily lie in merely increasing the number of minority students, but in increasing cultural awareness. "Hamilton is an institution of learning. Why shouldn't students learn to accept each other's cultures?"

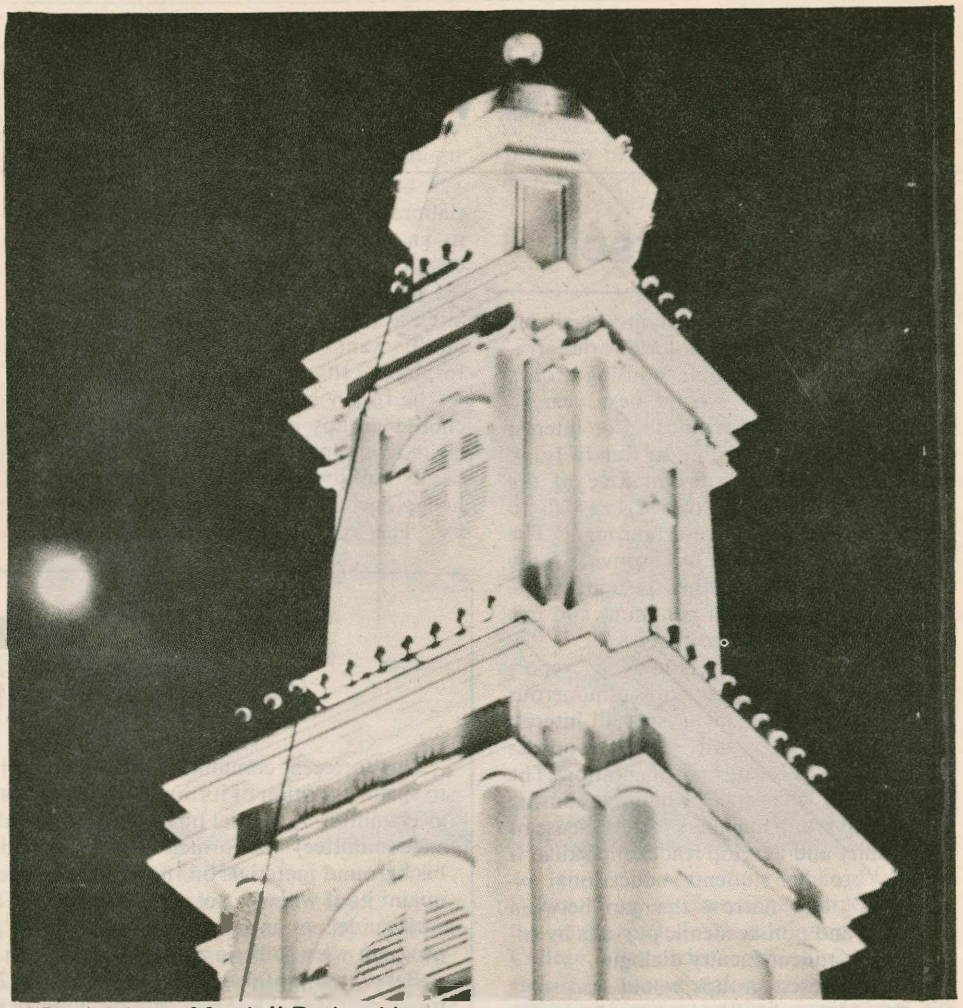
Getter feels that the major obstacle to this goal is "Hamilton's traditionalism and conservatism. A larger school would provide more diversity and less conservatism, and be open to different views."

Getter and Johnson maintain that minority students continue to come to Hamilton because of the quality of education and that "at some point everone must learn how to communicate with people of all kinds."

In spite of black and Latin students' objective to make others aware of their cultures, events sponsored by the BLSU and Afro-Latin Cultural Center are poorly attended by whites. This has been attributed to lack of publicity of cultural events and parties and that whites often feel intimidated to attend parties.

This year the scheduling of events has been changed. According to Christine Johnson, in the past, when there was a special week devoted to black and Latin culture, poor attendance was often due to midterm exams, students leaving for vacation, and a variety of other similar reasons. This year, one event per month is scheduled. In addition, the month of February is "Black History Month." During this time, one event per week is scheduled. A pamphlet describing the events of the month will be distributed no later than February 1.

The current state of race relations at Hamilton College is not critical. Any problem of racism lies in individual views and interpretations of ideas, rather than in school or group policies, organizations, or structures. Nevertheless, this issue should not be ignored. Students, faculty, and administrators of all races must take it upon themselves to attend events, meetings, and parties to break down the cultural barriers that are present throughout society. The size and intimate nature of Hamilton provide an environment where such efforts may produce noticeable and positive results.



The question arises whether the BLSU does segregate itself. . .from the rest of the community

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# A New Dorm Life?

## by Larry Person

The housing options currently available to Hamilton students — dormitories, fraternities, and off-campus housing (for a lucky few) — may expand next year to include special interest housing or interest group housing. According to Randy Isaac co-chairman of the subcommittee of the Residence Committee formed last fall to investigate special interest housing, "The Committee intends to provide the opportunity to live together to some people who have something in common, and can do something with their interest."

The subcommittee issued a report November which cites the "numerous potential benefits" of a special interest housing program, and which proposes loose guidelines for its implementation. The report claims that special interest housing would help group members foster a sense of community and develop leadership skills. It would "broaden students' educational experiences" and narrow the gap between academic and non-academic pursuits by encouraging student-faculty dialogue.

Special interest groups would also serve the community by demonstrating, as the report said, "what 'dorm life' could be for all." They would augment the social life in the buildings in which they are housed. And, according to Isaac, "The groups will be expected to hold open events and we hope they'll get more things going on campus."

The report also expresses certain reservations the committee holds about special interest housing. Echoed Isaac, "Interest group housing presents the possibility of isolated, little groups of people breaking off from the community. It can be abused when groups of friends make up an interest just to get to live together, without taking their chances in the lottery. Interest groups can also be viewed as privileged individuals taking up space and doing nothing."

In its report, the Committee proposes that interest groups be required to apply, in writing, to a committee composed of students and the Assistant Dean of Student Affairs. The Committee would coordinate the special interest housing program by deciding policy and procedure for selecting qualified groups to place in interest group housing units.

Besides the written application, elaborated Issac, groups would be subject to an interview of some sort before the Committee. Although he stressed the need for cautiously and judiciously establishing interest housing groups, Issac said, "We don't want to make the process so forbidding that noone will try it."

The report suggests that the Committee choose groups on the basis of how they claim living together would both help them better fulfill their goals, and how their living together would benefit the Community. The coordinating committee would, under the proposal, evaluate each interest housing unit several times a year. Groups would not automatically continue from year to year, rather they would have to reapply each spring for the following academic year. The Committee would also choose members for each special interest housing unit, "in keeping with the College's non-discriminatory policy."

About the composition of the coordinating committee, Betsy Adams, Assistant Dean of Student Affairs, who assisted the subcommittee in issuing its report, said, "In

*Larry Person '83 has worked for The Spectator for the past two years.*

## Special Interest Housing Subcommittee Report

Due to recent community discussion on the topic, the Residence Committee decided to spend a portion of its time this Fall exploring the feasibility of special interest housing at Hamilton. A Special Interest Housing Subcommittee (hereafter referred to as the SIH subcommittee) was formed in October and has spent the past several weeks gathering background materials on the subject and surveying other schools in order to better acquaint itself with the potential benefits and disadvantages of interest housing, as well as with guidelines and procedures that might promote effective implementation if such a program were to be instituted at Hamilton.

Based upon information gathered from 25 other institutions, the SIH subcommittee recommends that a special interest housing program be instituted at Hamilton on an experimental basis for the coming year.

Under such a program, Hamilton would provide the opportunity for groups of students to inhabit a block of rooms in order to promote a common interest. Groups could be oriented around an academic interest, a community or social service project, or any specific focus that would be enhanced by virtue of students' living closely together.

It is important to note that special interest housing already exists at Hamilton to a limited extent. The Black and Latin Student Union and the Keehn Co-op both constitute "on-campus" interest housing units. Our aim is to expand the amount and type of interest housing options available to Hamilton students, as well as to bring all such groups under a common set of operational principles and guidelines.

### Benefits

There are numerous potential benefits that accrue to the individuals involved, to the residence halls within which groups are housed, and to the campus community generally from carefully conceived and effectively monitored special interest groups.

For the individual student, interest group housing offers the experience of living and working toward common goals with a group of peers to whom and with whom one has made an active commitment.

The choice each person makes to live in an interest unit can help to foster a sense of community by promoting the assumption of individual responsibility to the rest of the group and group responsibility for the quality of interactions and activity within the living environment. In this fashion, interest group housing provides intensive opportunities for students to acquire skills in program organization, leadership, interpersonal communication, and self- and group-management.

Interest housing may additionally broaden students' educational experience by providing opportunities to integrate academic and extracurricular concerns. Interest housing potentially allows students to translate intellectual and social concerns into their daily lives as well a providing an atmosphere in which informal, out-of-class faculty-student dialogue is more likely to occur. This process makes possible a living-learning situation wherein students may, through direct involvement and experience, clarify their values and beliefs, as well as determine the particular ways in which they wish to apply these in making personal life decisions

*continued on page 18*

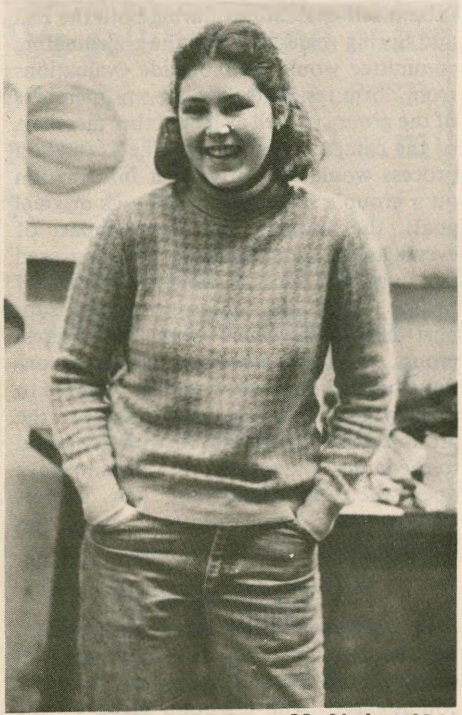
the interest of fairness, we hope to have a diverse group doing the choosing. We would probably want the Assembly to appoint people. A faculty member or two would be a natural. Of course, we would require that committee members abstain if a conflict of interest is involved."

The report recommends that the committee discourage students from applying for specific space, and that it assign space based on the needs of each group. Although the report mentioned former Kirkland college dormitories, Bundy, and Wallace Johnson as probable locations of interest group housing, Issac indicated that the subcommittee has yet made not decisions on actual lacations.

"We just don't know where to put them without interfering with established housing patterns," explained Adams. "There's no place to put freshmen except where we've got them, in order to preserve the cluster system [by which groups of freshmen are housed together]. We want advisor/student ratios to be fairly consistent from dorm to dorm, and we want to be in step with the lottery and the notion of seniority. If someone has been waiting for three years to live in Carnegie, they'll be pretty annoyed if an interest group pushes them out."

The Residence Committee, which is responsible for "deciding housing patterns and running the lottery," consists of about thirty students and the Assistant Dean of Student Affairs. The subcommittee's report will serve as background material for a discussion of the issue before the full committee this spring. The Residence Committee will make the final decision about the implementation of the plan in some form. Issac indicated that the full Residence Committee would probably go ahead with the project. He commented also that changes in the staff of the Student Affairs office would probably not affect the Committee's decision. "We seem pretty safe for the first year," he said."

At press time, subcommittee members had just completed separate proposals on various details of the plan, including applications and what commitments would exist between the interest groups and the College. Issac mentioned foreign language, ecology, and social service groups as possible interest housing units, although he said that no specific groups have as yet been proposed.



**Committee member McNeice '81**

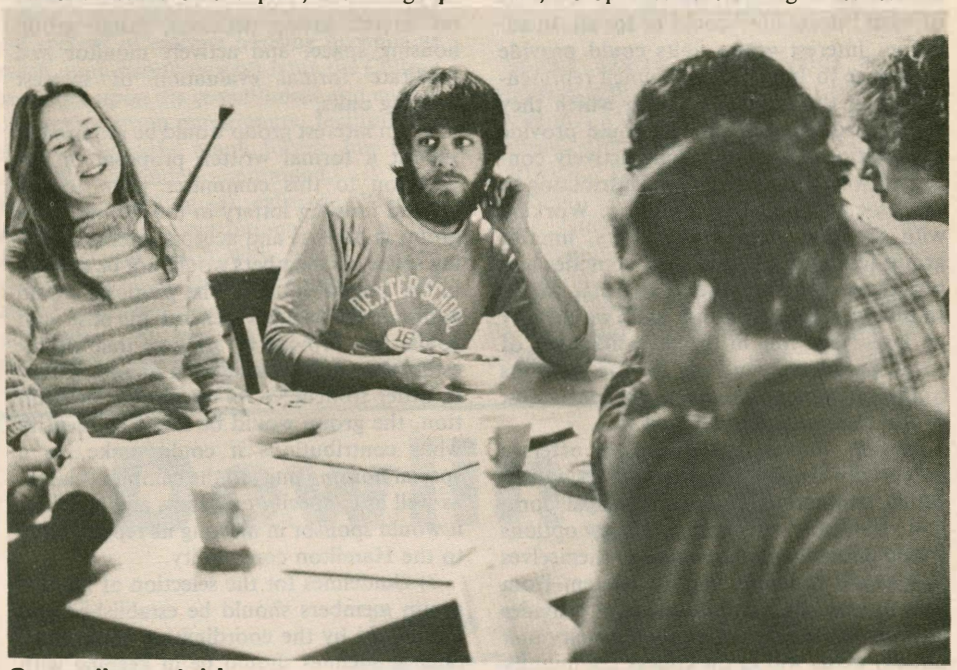
Last October, the *Spectator* conducted a dinner-time poll of the student body, in which students' opinions on the establishment of interest group housing was asked. Seventy-nine percent of those dissatisfied with the social situation at Hamilton agreed that special interest housing should be established here. Adams would like to survey the student body again, after people have learned more about the proposal for interest group housing, to "get feedback from the whole community."

□ □ □

Although the Residence Committee will possibly institutionalize special interst housing for next fall, the College already has two groups living situations — the Afro-Latin Cultural Center, and Keehn Co-op.

The Black and Latin Students Union administers the Afro-Latin Cultural Center, located since 1969 at 202 College Hill Road. Three people live in the center, including Holsea Franklin, who describes the house as "a really good place to live." The BLSU also uses the center as a place to hold art exhibitions and receptions, and the center houses the BLSU library. BLSU members — residents and others — spoke of the center's contribution to unity among the organization.

Forty-eight people live and eat in Keehn Co-op. The members cook and clean, each working 4 hours a week, the time equally divided between cooking and cleaning. Members are admitted according to "who spoke up first," explained Robin Tangerman, Co-op President during winter term.



**Coop dinner table**

According to Tangerman, students run the co-op with total autonomy from the College. They order food and plan menues, and have occasional meetings to discuss matters of interest to the community.

Tangerman said, "The purpose of the co-op is to provide for ourselves as we see fit and to be responsible for our own upkeep. That's being met. We serve the community by providing that alternative, and by having great parties."

Although Tangerman said he doesn't "feel personally isolated, isolated, isolation is a problem here because it's continually brought up. I'm very comfortable in the co-op, and I do think of it as home," commented Tangerman.

Adams indicated that since the co-op and the Afro-Latin Cultural Center were established by the College, their status and organization probably would not be affected next year if the Residence Committee institutes special interest housing.

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*continued from page 16*

Special interest housing units, as stated earlier, can do more than simply benefit their own memberfs. To the extent that an interest group succeeds in establishing a cooperative living community, it serves as an example for non-interest group residents of what "dorm life" could be for all. In addition, interest group units could provide assistance to Inter-Dorm Council representatives in the buildings within which they are housed. Interest groups would provide an additional core of people actively concerned with and involved in contributing to the "social life" in the building. Working with the IDC reps and advisers, interest group residents could present activities and programs related to their particular focus. In this way, interest group units would play an important role in the diversification of social programs, not only for the residents of their particular buildings, but for the rest of the campus community as well.

In sum, interest group housing offers a potentially broad range of social, living and eating alternatives to the traditional dorm and fraternity structure. These options would be created by the students themselves and would probably vary in content from year to year. Interest housing thus provides an avenue through which the diversity that already exists within the college community could be given concrete expression.

## Guidelines

While it is clear that interest housing could have many benefits, there are potential dangers in instituting such a program as well. Of particular concern to the SIH subcommittee is the potential inherent in special interest housing for dividing the campus into self-enclosed, homogeneous groups that isolate themselves from the rest of the community. Allied with this potential problem is the possibility that an interest group housing option could be used as an avenue through which to manipulate the existing lottery system rather than as a means to promote and actualize a community-oriented interest or set of concerns.

In order to minimize or avoid problems that interest housing could create, the SIH subcommittee feels that the College must adopt certain principles and guidelines in the establishment and implementation of special interest housing:

1) The interest group housing program should be overseen by a committee composed of students and the Assistant Dean of Student Affairs. Such a committee would set policies and procedures, make decisions on interest group petitions, assign group housing space, and actively monitor and facilitate formal evaluation of interest housing units.

2) An interest group would be required to submit a formal written proposal or application to this committee prior to the general housing lottery in the Spring. (If a group is offered and accepts interest housing space, its members would not be entered in the general lottery. The proposal would address the group's general purpose and goals, and provide a rationale that clearly establishes the advantages in *living* together in order to achieve its objectives. In addition, the group would be asked to identify what contributions it could make, as a special *housing* unit, to the campus at large, as well as to specify programs and activities it would sponsor in meeting its reponsibility to the Hamilton community.

3) Guidelines for the selection of interest group members should be established and monitored by the coordinating committee. Such guidelines should be in keeping with the College's non-discrimination policy, and should otherwise insure that selection is based on non-arbitrary criteria. The coordinating committee would reserve the right to review individual interest group applications or would be directly involved in the selection process.

4) The amount of dormitory space set aside for interest group housing could vary according to demand, but would be limited to insure that equivalent housing options in sufficient quantity are available to students who do not wish to participate in a special interest housing group. There would be no fixed limits on the size of a particular interest group. The SIH subcommittee would, however, recommend small groups (average size: 10-20 members), as these seem to have met with the greatest success on other campuses.

5) An interest group would be discouraged from applying for a particular block of rooms, although its preferences and the rationale for them could be included in its proposal. Approval of interest groups, however, would be based entirely on clarity and specificity of group goals and objectives, contribution to the campus, and the commitment of individual members to pursing group interests, rather than on the dorm space requested.

6) Dorm space would be assigned after decisions had been made on all interest housing proposals. Groups would be assigned space based on the particualar needs of each group for lounges, kitchen facilities, and amount of room space, as well as upon the needs and preferences of the rest of the resident community. The SIH subcommittee recommends placement of interest groups in segments of larger dorms, unless critical advantages to housing in separate buildings can be established, in-order to facilitate interaction with non-group residents. The subcommittee further notes that, at present, interest groups would probably be restricted to placement in dorms on the Kirkland campus, Bundy, or Wallace-Johnson due to lack of adequate lounge space elsewhere on campus.

7) Upon accepting the housing space allocated to it, interest group members would be required to sign an agreement specifying the mutual obligations of both the group and the College. This would specify procedures for filling room vacancies, for completing group evaluations, and for maintaining the physical plant condition of the unit. It might also include an obligation to present a minimum number of programs and activities for the campus community.

8) All special interest housing groups would be evaluated on a periodic basis throughout the year. Interest groups would submit self-evaluations during both the Fall and Spring semesters, and the coordinating committee would seek outside evaluations from dorm residents who are not members of the group, as well as from other members of the campus community. The evaluation process would seek to gather information on a group's success in meeting its original goals, the amount, type, and impact of events and programs a group has sponsored and plans to sponsor, and the extent of faculty, staff, and non-group student support and involvement with the interest group. If an interest group wishes to continue beyond one year, it will be required to reapply each year, in order to insure the group's accountability to its own goals and to the larger community, as well as to leave open the opportunity for new interest groups to gain access to group housing.

## Conclusion

In structural design alone, no program for the assignment of housing space will create "cohesiveness" or "a sense of community." The attention given by the SIH subcommittee to exploring guidelines

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under which an interest housing program would operate reflects its clear recognition of this fact. Special interest housing may lend itself to the development of more cohesive living units, but there is no inherent guarantee that simply allowing people with a common interest to live together will have this result. For the potential benefits of interest housing to be realized, both the participants and the College must fulfill certain responsibilities to one another and to the rest of the community.

The "guidelines" outlined above begin to address the obligations that interest housing groups might have toward the College and the campus community. They represent a preliminary effort to identify areas of concern and set a course for the SIH subcommittee to follow as it proceeds, in the coming months, to lay specific ground rules for the establishment of interest housing at Hamilton on a trial basis for next year.

The question of the College's obligations to a special interest housing program is one of the SIH subcommittee has not yet addressed as fully, but one that it is sure to focus on more closely in the immediate future. The committee is in agreement that the success of interest housing depends as much upon strong support from the College as it does upon the commitment and energy of interest group participants. Institutional support can take many forms, but most certainly includes continued, if not increased, backing of existing residence programs and organizations (such as the Advisors and IDC) with which interest groups will be affiliated. If interest groups are to meet their own goals as well as their obligation to serve the rest of the community, the College, in turn, assumes an obligation to offer them the skills, resources, and personnel that will enable them to succeed in meeting these objectives.

## Special Interest Housing at Selected Colleges and Universities

Special interest housing exists at the following institutions: Amherst, Bowdoin, Carleton, Colby, Colgate, Connecticut College, Dennison, Duquesne, Grinnell, Hartwick, Hobart, Middlebury, Mount Holyoke, Oberlin, St. Lawrence, Smith, Tufts, University of Delaware, University of Vermont, Wesleyan, and Williams. Special interest housing does not exist at Bates, Ithaca, Skidmore, and Union. Barnard and Wells are considering the establishment of interest group housing.

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# Tenure: It's Here to Stay

## by Matt Lechner

*"Making tenure decision is probably the single most important thing that I do." — President Carovano.*

The tenure process for instructors is one of the most essential procedures that takes place at Hamilton College. Tenure decisions affect the quality of this institution for decades, and are made after an elaborate process which involves students, faculty and the administration. The mechanics of this process are defined in the Faculty Handbook and in the constitution of the Student Tenure Committee.

President Carovano makes the final tenure decision, which he submits to the Board of Trustees for final confirmation. Carovano's recommendation is based on the recommendations of the Dean of the College, C. Duncan Rice, the faculty Committee on Appointments presently chaired by Dr. Robin Kinnel, and the Student Tenure Committee chaired by John Ward. Carovano draws information from all of these bodies when he makes his final decision. When asked about the overall effectiveness of the tenure process, "It is a good process and is working very well," Carovano commented. He also noted: "The process is fair, thorough, and serves the College well."

When considering a candidate for tenure, the Dean of the College, the Committee on Appointments and the Student Tenure Committee base their recommendations on three basic criteria: 1) effectiveness in teaching, 2) scholarly contribution and 3) the ability to assume a responsible role in the affairs of the College. According to the Faculty Handbook, "Of these, the first two are the most important all weigh in the decision."

The Committee on Appointments is composed of three tenured Professors, one elected by the faculty each year for a three year term. Two alternate members are also elected for two year terms; they serve on the Committee when there is a conflict of interest between one of the Committee members and the candidate for tenure. Interests are deemed conflicting when, for example, the candidate and the Committee member are members of the same academic department. This year the Committee is chaired by Dr. Robin Kinnel, who automatically got the job by being the senior member of the Committee. The other two full-time members of the Committee are Professor William Rosenfeld and Professor Grant D. Jones. The alternates are Professor David R. Millar and Professor Russell T. Blackwood.

Dr. Kinnel believes: "The process is as fair and impartial as any process can be." He explained that the Committee will consider any information that the candidate wishes to present. Kinnel feels that: "The faculty and President have the same goals in mind for the College."

Kinnel sees the Committee as an asset to the Hamilton community "I see it as a means of protecting academic freedom. It keeps the institution from following fads too rapidly." When asked to respond to the criticism that the tenure process simply takes too long and is too involved, Kinnel replied: "It is cumbersome but in its cumbersomeness there is safety for the candidate, but I'm not sure how responsive the system is for the indivudual [being reviewed for tenure]. Ultimately the cumbersomeness of the process works to the advantage of the candidate." When asked to comment on the Student Tenure Committee, Kinnel said: "Part of the slowness of the process now is beause of the Student Tenure Committee, which is working very slowly this year." He added: "Students [being interviewed by a Student Tenure Panel] must provide thoughtful rather than emotional responses."

According to the constitution of the Student Tenure Committee, its purpose is to "Provide student participation in the tenuring process." The Student Tenure Committee is comprised of two students, one junior and one senior, from every department in which a concentration is available. These departmental representatives must be majoring in the department which they represent and are elected by the sophomores and junior who have declared concentration in this department. Students may either nominate themselves to run for election or they may be nominated by the other students in the same concerntration. After the elections for departmental representatives are finished, the Committee meets to elect a Chairman and two Vice-Chairmen. This year's Chairman is John Ward; the Vice-Chairmen are Helen Gamble and Hosea Franklin.

> "... it keeps the institution from following fads too rapidly."

The Student Tenure Committee forms seven member Tenure Panels to review each candiate for tenure. The panel consists of two departmental representatives from the department of the candidate under consideration and five additional members who are randomly chosen from the entire Committee. No member of the Committee can serve on two Panels until all members of the Committee have had the opportunity to serve on at least one. The Chairman of the Committee chairs all Panel meetings as a non-voting member.

**Professor David Gray**

*Matt Lechner '84, has been writing news for* The Spectator. *He will assume the role of copy editor this semester.*

The Chairman of the Student Tenure Committee is charged with "informing the community of the start of evaluation procedures by an announcement in the College newspaper." The Chairman is also required to arrange a schedule so that all interested students may be heard by the Tenure Panel. Letters requesting input are sent to all majors in the department of the candidate under consideration; twenty per cent of the majors of the department must be interviewed. The course evaluations compiled at the end of each semester are also reviewed. In addition, letters are sent randomly to members of the previous two graduating classes who were majors in the department of the candidate under consideration, some of whom are honors graduates. The final recommendation of the Tenure Panel must have the approval of five of the seven panel members. The final recommendation is presented to the President of the College, the Dean of the College and the Faculty Committee on Appointments. The Elections Committee of the Student Senate is responsible for the Student Tenure Committee and the Chairman of the Student Tenure Committee is required to inform the Chairman of the Elections Committee of any vacancies which occur on the Tenure Committee.

Amendments to the original constitution of the Student Tenure Committee provide the Committee access to the criteria applied by the Faculty Committee on Appointments, Dean and President of the College in the case that the Student Tenure Committee dissents with the final tenure decision. Any member of the Committee is permitted to confront the President or Dean of the College with any questions pertaining to the tenure decisions and the criteria applied.

Few people realize how new the Student Tenure Committee is. It was the final result of the efforts of Professor Lawrence Gulick, former Dean of the College. Gulick feels that "the previous situation was too informal. There was no student involvement." Gulick requested to speak at the first meeting of the Student Tenure Committee was approved and enacted on November 24, 1975 thanks to his initiatiave. When Gulick submitted the proposed process to the faculty, no changes were suggested.

Gulick explained the magnitude of the financial commitment of a tenure decision. Based on a projected salary of $50,000 a year for a tenured Professor and a projected teaching career of thirty years, the College can expect to expend $1,500,000 per tenured Professor. Gulick commented: "The faculty members who are tenured should be the cream of the crop or the undergraduate will suffer in the long run. Tenure is not a right that one gets simply by putting in time. Tenure is a privilege granted to faculty members who are excellent teachers. Tenure is a means of improvement for the College."

**President J. Martin Carovano**

At the end of this academic year, fourteen candidates for tenure will have been reviewed, many of them former Kirkland Professors. The merger of Hamilton and Kirkland Colleges created many tenure problems. Professors who had been granted tenure at Kirkland found that they had lost what they had worked for when the two Colleges merged. Kirkland tenure decisions were not honored by Hamilton. Professors who had been through the tenure process at Kirkland were again subject to review. At the time of the merger, there were 17 tenured faculty memabers at Kirkland. Since the merger, five of these Professors resigned, five have been granted tenure and seven remain to be reviewed this year.

According to Professor David J. Gray; "The Kirkland faculty was not happy at the time. The unfairness is that Kirkland's tenured faculty was subject to review while Hamilton's was not. What determined the review of Kirkland's faculty was their College's endowment of $750,000 versus Hamilton's endowment of $36,000,000. The differing endowments had nothing to do with the quality of either faculty."

According to Helen Gamble, "Hamilton doubted Kirkland's academics. However, Hamilton made the best of the merger that it could. It was a tough compromise."

John Ward indicated; "As far as the Student Tenure Committee is concerned, it makes no difference whether a candidate was formerly at Kirkland or not."

According to Dr. Robin Kinnel, "There is always the worry that you made a mistake by letting an instructor go. You want to keep the best. All you can do is go by the information that you have at the time."

Professor Gray remarked that "If any college had a chance to review its tenured faculty, it would probably welcome it, because any college, no matter how good its tenure process, has probably made some mistakes." Apparently Hamilton seized the opportunity for reviewing the Kirkland Faculty at the time of the merger. The tenured Kirkland Professors were granted four year contracts with the provision that they would be reviewed for tenure within that period. Hamilton has honored that provision and the last batch of Kirkland Professors will be reviewed this year.

Although, according to Dean Rice, "There are no glaring weaknesses in the process," there do seem to be a few minor problems that remain to be solved. Gray feels that "It's currently a very difficult process. The most irritating aspect is undoubtedly based on the fact that very competent younger faculty memabers are being reviewed in many instances by tenured faculty members who themselves would not survive a tenure review as presently conducted." Another potential problem has to do with the Student Tenure Panel's interviews with students who have had the candidate for tenure as a teacher. Apparently, only students who really like or dislike the instructor are willing to speak up. There is a need for more cool rational criticism. Although there is some dispute as to whether the length of time that the tenure process takes from start to finish is a strength of weakness, there is some concern that the process is just too lengthy and arduous for the candidate.

However, these weaknesses seem to be offset by some very important strengths. According to Dean Rice, "One of the main strengths of the process is that no single person has total control of the information (pertaining to the candidate) that reaches the President." Another strength is the Student Tenure Committee; undergraduates should be glad that they have some say in the decision. "I think that it is important for the undergraduate to feel that his ideas are important. Students have a particular perspective on a faculy member, says Dr. Kinnel.

There is little chance that the tenure process will undergo any significant change in the near future but members of the community should keep their minds open, as does Dr. Kinnel: "I think that processes like tenure are organic, that is they must change to meet the needs of the community."

# Woollcott's Ashes

## by David Neier

A considerable amount of confusion exists between Hamilton College and Colgate University. Not only are the two campuses within twenty-five miles of each other, but Colgate is located in Hamilton, N.Y. A freshman's parents had first driven her to Hamilton, N.Y. When she found that her college apparently did not exist she burst into tears. Abbie Hoffman, who recently spoke at Hamilton College, nearly made the mistake of going to Colgate, where he had been arrested for inciting a riot twelve years earlier.

> "My own college was Hamilton, and if you tell me you never heard of it you can go to hell."
>
> —*Alexander Wollcott '09*

Confusion between the two colleges is not new. The most bizarre incident occurred nearly forty years ago after Alexander Woollcott '09, one of Hamilton's alumni, died.

Woollcott, like most people who have attended Hamilton, was sensitive to the fact that his college was relatively unknown. He once remarked that "My own college was Hamilton, and if you tell me you never heard of it you can go to hell." Woollcott was fiercely loyal when it came to matters involving his alma mater. Although he was not one of the most popular students at Hamilton, he was very well known as an eccentric. His nickname was "Putt," which was short for "putrid."

Woollcott's college days were not boring. Although he had a high academic standing, he described himself as "a good deal of a drunkard, being stinko through three of the four years, and particularly in sophomore year addicted morosely to the use of absinthe which was available everywhere." Among his many activities was the founding of the Charlatans, Hamilton's first dramatic society. He reserved all the feminine leads in the society's plays for himself. Indeed, he took a certain fancy to wearing women's clothing and even had calling cards printed with the name "Alexandra Woollcott."

**"Indeed, he took a certain fancy to wearing women's clothing..."**

Like most of his fellow students, Woollcott hated Colgate, which had been termed "Pigskin Polytechnic" for being devoted to athletic rather than academic pursuits. Woollcott once said that Colgate was "An institution maintained soley for the purpose of educating students expelled from Hamilton."

One of Woolcott's closest friends while working at the *New Yorker* was Dorothy Parker. She was known for her sharp wit and caustic comments. She once remarked that "If all the girls who attended the Yale Prom this year were laid end to end, I wouldn't be a bit surprised." Noting Woolcott's love for Hamilton College she joked that "When Aleck dies, he'll go to Hamilton." Her prophecy was proven true twenty years later. But Dorothy Parker did not say whether she meant Hamilton College or Hamilton, N.Y.

Alexander Woolcott died in 1943, at which time he was cremated. He had expressed a wish to several of his fellow alumni to have his ashes buried at the Hamilton College cemetery, or "the last dormitory" as he called it.

Joe Anderson '44, who is now the Vice President of Hamilton College and the head of Communications and Development, was working at Hamilton College when the ashes of Alexander Woollcott arrived in the summer of 1943.

Anderson remembers that the mailman walked into Wallace Johnson's office, because "We didn't have a mail center in those days" (Johnson was the director of Alumni Affairs at the time). The mailman, who Anderson describes as a "real character," walked in and demanded sixty-seven cents postage due for a package. The package contained Woollcott's ashes and had been sent to Hamilton, N.Y. instead of Hamilton College. Apparently Colgate University had received the ashes and had sent them to Hamilton College, an ironical ending for such a classic hater of Colgate as Woollcott.

Joe Anderson remembers that the funeral ceremony which later took place was "sparsely attended. One couple came over in tennis clothes and stood by as onlookers." There were some brief and informal words of friendship spoken by some of Woollcott's fellow alumni and then Woollcott's ashes were lowered into the ground.

**Mail delivery in the good old days**

*David Neier '81 is a regular contributor to The Spectator.*

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# Studying Off-Campus

## by Pam Skripak

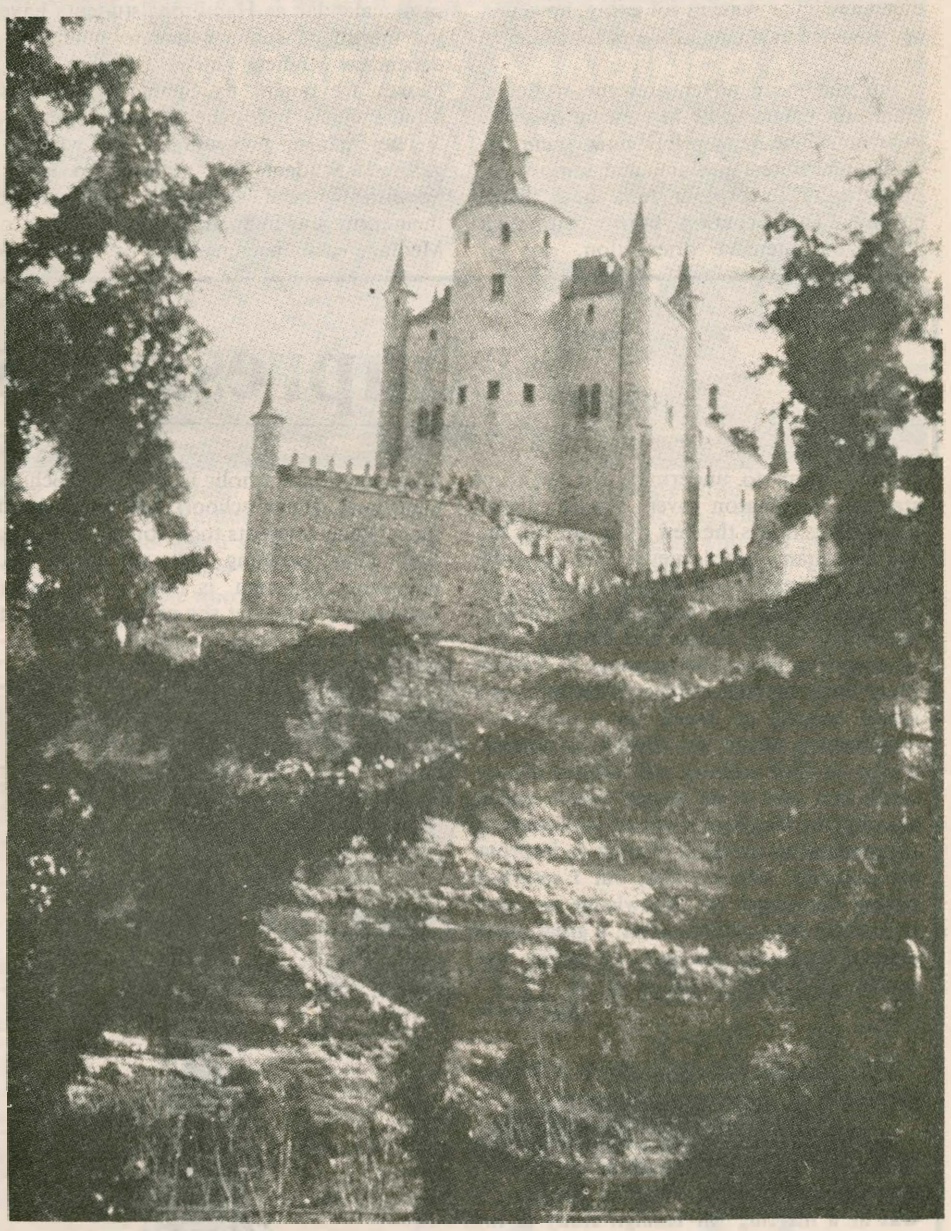
If you're getting tired of long, icy winters and the same old Hamilton scenery, then why not travel to lands rich and exotic, high in adventure and low in cost, close to home or around the world? There are many options open to those willing to sift through the possibilities and fill out the necessary forms.

For the person reluctant to step too far from Hamilton's boundaries, the *Neighboring Colleges Program* offers students the chance to take different courses at nearby schools. Most students choose to do this during winter term, at Colgate (which runs on a similar schedule) or at Syracuse University. Carol Locke, Assistant Dean of the College, who generally advises students about off-campus study programs, calls this program an "informal arrangement" with neighboring colleges, for which "the red tape is minimal."

There are many options open to those willing to sift through the possibilities and fill out the necessary forms.

Also relatively close to home are the law and engineering programs. The *Cooperative Law Program*, under the direction of Professor Robert Simon, is run in conjunction with the Columbia University School of Law. An "accelerated program for outstanding students," it provides, says Simon, an opportunity for the ambitious law student to save both time and money. The program consists of three years spent at Hamilton followed by three years at Columbia. After six years, the student receives both the Hamilton degree, as well as the Columbia juris doctors degree. Hamilton is one of a small number of colleges asked to participate in this program.

The *Cooperative Engineering Program* operates in a similar manner, and is under the direction of Philip Pearle, professor of physics. In addition to Columbia University, students may receive engineering degrees from RPI, University of Rochester, and Washington University. Students in this program study at Hamilton for three or four years, and then spend two years at the graduate school.



Those who feel drawn to the high seas should consider the *Mystic Seaport Program,* which is accredited through Williams College. The program, in American Maritime Studies, is taught for one semester at Mystic Seaport Museum, in Mystic, Connecticut.

Students interested in politics should consider the possibility of studying on a different Hill. The *College Term in Washington* offers independence ("We spent the first two days searching for some place to live"), adventure ("we weren't supposed to be [at the private political gatherings] but we went anyway"), and experience ("we sent resumes before we left --you had to be careful who you interned for"), according to Liz Dayan '82, who spent Fall 1980 in Washington.

Students involved in the term-long program take two political science courses taught by the accompanying professor, and an independent study of their choosing. The internship, which is separate from the three academic courses, involves a considerable amount of research and writing, first in the legislative, and then in the executive branch of the government.

Yet another option for those interested in off-campus, but not foreign, experience, is

*Pam Skripak '84 is a writer and member of the Production Staff of The Spectator*

a temporary transfer to a college of one's choice on the *Study Away from Hamilton* program. Dean Locke cites the two main reasons for attending different undergraduate colleges as "personal or financial" and a "desire for educational diversity." The reasons for going, however, are as varied as the possibilities for places to go.

For the more adventuresome students, Hamilton offers some interesting overseas programs. The *Academic Year in Spain* offers sophomores, juniors, and seniors the opportunity to explore fully a different culture. The program begins with two weeks of intensive orientation, one of which, according to Jeremy Medina, Associate Professor of Spanish, who is in charge of the program, is spent on "academically structured excursions to sites in Spain."

The remainder of the year is run on the same calendar as Hamilton; students have the month of January free to pursue independent studies. Fall and Spring Term classes are taught by Spanish professors hired exclusively for the program.

The Spanish program is very well organized. Students are required to speak Spanish without exception, throughout their entire stay in Spain. This, according to Medina, can become a "psychological drag," but the mastery of the Spanish language is a clear benefit.

**Those who feel drawn to the high seas should consider the *Mystic Seaport Program...***

Another important facet of this program is its relatively low cost in comparison to other exchange programs, and to Hamilton

# Impressions

I don't mean to undermine the value of staying in Clinton over Winter Term; some-times that's the best thing one can do. But too many people never even consider taking a Winter Term abroad because they see their facility in a language as a barrier. What they fail to understand is that it is not necessary to speak the language to benefit from such an experience. Whether one's initial interest is based on a country's architecture, music, art, theater, or politics, a stay in that country will almost always result in a love of its people, which makes learning the language a virtual inevitability. I happened to travel to Vienna to improve my German, which I did, but I returned having increased my knowledge of, and improving my perspective on, a great many other things, not the least of which was myself.

*Jeff Rabin*

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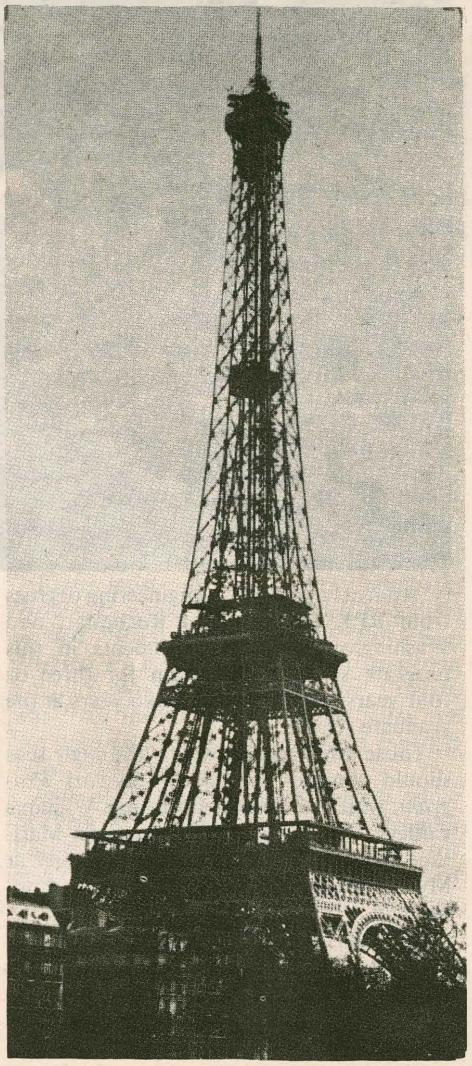
*This material was originally in a* Spectator *article by Jeff Overholtzer.*

Randy Isaac spent his junior year with the Beaver College Program at the University College of North Wales at Bangor. "I was at a meeting for foreign study in my sophomore year," said Isaac, "and I was amazed how much push they give [for foreign study] — they really try to get people abroad." Randy had no trouble getting his course selections approved, but advises that "the golden rule" for approval is "taking a full course load." Isaac felt that most of the schools in the Beaver program "aren't the same quality as Hamilton," but he enjoyed his courses, which included offerings not available to Hamilton students such as "Aesthetics" and "Medieval Political Ideas."

Kathy Lloyd said that she had planned to go on the Hamilton Year in France "ever since my senior year in high school." Calling the Year in France a "great program," Kathy said she took courses at La Sorbonne, the Catholic Institute and Schola Cantorum (music school). She commented that "Many students took courses at Reade Hall [The building out of which the Hamilton program is run] with other Americans" but that she preferred being at French schools where she had greater contact with the native people. She said that "it was hard to meet French people" and that the "hustle-bustle" of city people was an additional barrier. But she joined the Sorbonne Choir and after a semester, "met people there." She added that 'I could have hung out with Americans, but I didn't — I wanted to meet French [people] — I didn't even read any books in English!"



Ken Parlin's overseas adventure began at a two-week training program at the Philadelphia Light Center, an organization which advocates the integrating of one's social and political life. At the Light Center, Parlin met an Indian woman whose father had been closely allied with Mahatma Ghandi. She invited him to India, although Parlin's ultimate motives for visiting the country, he said, "were political."

Following a rough program worked out with the Hamilton religion depatment to study the Hindu religion, Parlin started in Bombay and travelled around India by train. "The trains in India," he said, "are very over-crowded and very cheap."

Living in houseboats and any other makeshift shelter that the renowned Indian hospitality lured him into, he travelled around India, passing through the holy city of Banares, Kasmir (where he bribed his way out to escape the 115 degree heat), Gajarat and other Indian cities. He became involved with the Sarvedaya movement, dedicated to the "uplifting of the least."

Spending a lot of time on the streets and in public places "trying to meet people and understand them," Ken said that he became aware of the radical differences between Eastern and Western thinking and lifestyles. "Half of the people of India are poor, and by poor I mean caloric sufficiency — period," he said. Ken said his most exciting moment was meeting a revered Indian religious leader, Vinoba Bhave, at the end of which the saint said, in perfect American English, "See you!"

tuition itself.

"A popular resort...mild climate...magnificent beaches...looks toward the mountains..." Sounds like someplace you would like to go? The *Junior Year in France* begins at such a place, in the town of Biarritz. After a month of becoming acquainted with the French people and their lifestyle, students leave for Paris, where they spend October-May studying at French universities, and living with French families. Students who excel in their french studies are eligible to take exams designed for the foreign student. Certificates and diplomas are issued to those who pass these important french exams.

If none of these programs has yet captured your attention, *Study Away* offers about all that's left...the rest of the world! In the past, students have traveled to places like Wales, Scotland, Russia, France, Kenya, Belgium, Sri Lanka, and Germany, just to name a few. According to Dean Locke, who is in charge of this program, Study Away aids the student in applying to the best programs, and is sure to satisfy all needs and expectations. Dean Locke stressed, however, that this is "not so much a program as a privilege."

Joanna Katz, '81, participated in this program last year, when she went to Hamburg Germany through a program offered by Indiana and Purdue Universities. She had planned to spend some time overseas before she ever came to what was then Kirkland. "People who are interested in going places should take at least a term off. They should go for a year, even if it means taking two separate terms."

Dean Locke's feelings on these programs agreed with students who had participated in them. "Students should keep their foreign languages alive. If they let them go, they close the door on a wide possibility of programs."


# VINCENT'S
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# Middle States: H

by Robert

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In late December, the Commission's finalized their written report [see Middle States Report below]. As was expected they did not concentrate on what they already knew, Hamilton's academic excellence. The Commission's report concentrated more on what they were not sure about--the social structure on the Hill.

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One of the most interesting claims of the Report is that, "The institutional milieu at present tends to confirm young men's view of themselves--with notable exceptions--as superior, dominant, better qualified. The young women--with notable exceptions--expressed themselves as uncertain; at best, they appeared isolated, unsupported in their search for deeper understanding." One freshwomen, after reading the Report, said that, "Men here tend to be cocky and overshadow the women." Megon Clarke '83, commented that "I do not think that the school necessarily discourages this attitude. Men have traditionally dominated academic life and Hamilton being traditional, it follows suit. Rightly or wrongly." Senior David Miller felt that "I can understand how the Commission came away with that feeling. It is a generalized stereotype that pervades Hamilton." But Laurie Gutstein, a junior visiting for the year from Northwestern University, said that. "I do not think that any freshmen or sophomore, male or female, has the proper indentification here."

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It is to be hoped that the report will be accepted as an expression of professional colleagues who hold the College in high esteem and wish to see its performance meet its promise.

### II. Some Characteristics of Excellence

The Team found Hamilton College to be an impressively situated institution in a beautiful setting on The Hill above Clinton. It quickly gave evidence of being well provided for in terms of its physical plant and facilities, strength in financial resources and future financial prospects. One of Hamilton's great assets, clearly, is a competent, earnest, dedicated faculty, quite apparently attending closely to their students and to teaching, and showing growing interest and activity in scholarly investigation. Another of its strengths is its cohort of interesting, interested, capable students whose identification and engagement with the College is strong. The College is equipped with effective leadership at key points within both the administration and the faculty. Hamilton enjoys the benefit of having concerned, closely attentive Trustees.

Central, also, to Hamilton's strength and status is a well stated, worthy mission about which its staff and faculty are informed and self-conscious.

All of these elements of strength immediately evident to the visitor, and will require very little additional comment in this report.

### III. The New Hamilton

If it is true that most colleges take their real strength and direction from those traditions and attitutdes which shape an institutional personality, it is especially true of Hamilton. In a day when analysts in all fields of endeavor seek to find quantitative data to undergird their conclusions, Hamilton operates in an ambience of intimate self-knowlege and self-awareness, often supported by memory rather than recorded data. That fact alone makes a visitor work expecially to understand the Hamilton personality, and even harder to evaluate its effecitveness and to describe it.

The Team found a College with a very interesting, even winsome, personality, in a highly complex and interesting stage of its historic development.

By reputation and in face, Hamilton is an historic college which still seeks to honor old and honorable traditions.

But now, suddenly, by reason of a dramatic circumstance of combination with its coordinate sister institution, Kirkland College, it has become a new and in many ways different institution — different in size and composition, different from its traditional view of itself, different in terms of obligation and expectations placed upon it. Once staid and mature, Hamilton is once again a youthful institution, searching out its real dimensions, having to accommodate inconveniences of change, and realizing that it had new, unanticipated options open to it.

One of the unsettling new factors for Hamilton is that while it can point with pride at past accomplishments of true distinction, and the reputation that derives from them, it cannot depend on those past laurels to sustain it. It is the unanimous view of the Team that concentrated, purposeful effort will be necessary for Hamilton to think and plan its way into the future and to realize its promise.

### IV. Co-Education

Without dissent, the members of the Team believe that Hamilton has yet to deal effectively with the fact of having become co-educational. They collectively worried that because of the closeness of present members of the Hamilton community to the combination phenomenon, because of the pervasiveness of Hamilton modes of thought and memories of Hamilton traditions, because of the distractions of accompanying problems (such as staffing patterns, personnel decision, dislocations in student life), that Hamilton's staff and leadership might not readily understand why the Team placed such emphasis on this issue and so asked the issue to be fully discussed in this report.

Combining of the two institutions still pervades conversations with members of the college community. That is perhaps understandable, considering the dramatic nature of the act. Further preoccupation with combination, especially in the form of nostalgia, or of questioning motives, or of wishing for other consquences, will not serve the College well.

The combination cannot, of course, be ignored. It is a real fact of history. It can be recognized as such. It is bound to reverberate through the college for some years to come, until the institution finds and establishes its own renewed identity. Here lies an essential point the Team would wish to make. By reason of the combination, Hamilton is a new college, and from that fact stem the formidable obligations Hamilton must meet.

One of the first and most significant of these obligations is the achievement of a realization throughout the institution and among all of its constituents that a college does not become co-educational simply by absorbing a number of women as students.

Meeting its responsibilities as a truly co-educationl institution will be very different from the experience of a college for men accomodating women in its classes and on its social scene (and vice versa) and indeed that episode offers little basis of real experience for devoloping a co-educational outlook. In some ways, in fact, it intrudes upon the cool, objective assessments necessary for Hamilton to chart its future course.

The Team views this not as an institutional "political" problem, nor even a "social" problem, but as an educational issue of primary importance. To explain, the Team takes the college at its word. The college's documents represent a Hamilton education as a total experience for the student. The opening statement of Hamilton's academic purposes and goals says: "The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence *free of the twin provincialisms of ignorance and arrogance.* . . .The College seeks to move students beyond the acquisition of specific knowledge and skills *to a wider understanding of themselves, their environment, society,* and the manner in which all three interrelate." (Author's underlines.) These are eminently respectable pur-

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*continued on page 28*

poses for an institution which is now preparing students whose prime contributions to society and their families will accompany our entry into the 21st Century.

With respect to the roles and status of women in the modern world, Hamilton's institutional behaviors are surely still in a state of transition.

It is appropriate for Hamilton's faculty and administrative leaders to concern themselves — as they emphatically do — with providing for young women those educational and social outlets they need for their fullest development, but that is not the only dimension of this problem. It is a broader educational problem in that it address the necessity of allowing young men, as well, to become oriented to the current and future role of women. Team members documented the point, through interviews and casual conversations, that the institutional milieu at present tends to confirm young men's view of themselves — with notable exceptions — as superior, dominant, better qualified. The young women — with notable exceptions — expressed themselves as uncertain; at best; they appeared isolated, unsupported in their search for deeper understanding. Those attitudes can hardly be allowed to persist if the Hamilton education is to lead those young men and women to realistic comprehension of the world they are to enter — i.e., to avoid ignorance and arrogance, to understand themselves and their relation to society.

To be certain they are understood, the Team would have this report say that the comments above are not intended as social lecture, diatribe or espousal of a point of view other than educational soundness. Certainly, the Team does not counsel political or social indoctrination. But in the world of today, they have agreed, Hamilton's achievement of co-educational status could not be considered complete.

The new institutional behavior necessary is not limited to the student scene.

It is reasonable to expect, if Hamilton wishes to maintain itself in the mainstream of American higher education and in repute with professional colleagues, that more women soon will be found in positions of influence in the staff and faculty of Hamilton. Aware of its rank, status and reputation, Hamilton espouses pluralism and diversity. It is resonable to expect that the College will operate in such a way as to give demonstration to its beliefs. The values to be derived from early accomplishment, rather than awaiting the passage of time, merits serious consideration by the Hamilton community.

A Trustee officer assured the visitors that the Board wishes to see women placed in positions of high responsibility in the college administration. The Team commends also the idea of attracting more women to the Board of Trustees who will add diversity and perspective to its functions. The Team considered desirable the creation of strategies which would accommodate the appointment of women of acknowledged scholarship to senior faculty positions which would predictably advance morale among the few women now on the faculty, encourage their professional progress, and — not least — provide models to be sought out both by junior faculty and students. All of these things, in the view of the team, seemed to be desirable and within the capacity of the College. Having reported this, the Team recognizes that Hamilton must decide these matters for itself in the context of institutional priorities.

The Team was fully disposed to recommend to the President of the College strong leadership actions in this area.

If these enjoinders are offered firmly and pointedly, it is because the Team believed that the purpose to which they are addressed should permeate all aspects of the College's considerations, and should carry a very high priority, from now until the new Hamilton matures as a co-educational college.

## V. Hamilton's Students

The Team found concern for students at or near the center of all of Hamilton's plans and actions. Student services are staffed by able professionals. These services are accessible and approachable, and apparently earn the trust of students. The medical service, counselling, the chaplaincies, career counselling and placement all showed evidence of dedication by the College. It is noted elsewhere that faculty in their daily contact with students are supportive as advisors and guides. Hamilton's students can view themselves as more comfortably enfolded in the institution than are most students of most colleges.

Admissions (and student aid) are clearly critical facets of the College's operation, as indicated in the self-study, and so were reviewed by the Team.

The visitors noted that the College had earlier recognized weaknesses in its program for identifying and recruiting students, and had taken steps to provide experienced leadership and new procedures to meet that problem. Team members found the Admissions office in a strong position, ably staffed, well respected by the faculty whose cooperation is freely given, and prepared with forward-looking plans for productive effort. The Team would encourage the College especially to be prepared to attract and to welcome adventurous, questioning students who will continue to leaven the Hamilton program.

Student financial aid seemed generous, supportively, purposefully and equitably allocated, honoring the principle of being based on need, with judicious use of differential packaging — a good program.

At the time of the Team's visit, the College had recognized and was actively dealing with problems affecting the residential life of students. In interviews, the problem tended to be described narrowly, as centering around fraternities, as dealing with equity for men and women, as dealing with student perceptions of social outlets. The Team would presume to no particular wisdom nor would it specify solutions, but it seems appropriate to offer some counsel on more general principles which might be of assistance to Hamilton. It seemed to the Team that the discourse having so far developed on the problem dealt with symptoms and surfaces when a real rather than defensive solution to the problem is to be found at a deeper level. It seemed to the Team that Hamilton could profitably make explicit the supposed connection between residential life and the educational experience which the College hopes to offer students. The current issues present an opportunity for Hamilton to clarify its intentions and objectives as a residential college. The College has unique characteristics to be acknowledged. Situated where it is, it become the central focus of life for students (and for its staff as well, it would seem). It has recognized this in its offerings of enriching co-curricular and extra-curricular activities. So far as the Team could discover, however, while the College has expectations for the educational value of residential life it has not yet molded them in a well-defined, clearly integrated concept in which principles for specific remedial action would flow. In the view of the visitors, this effort of broader scale would permit a more satisfactory, longer-lasting solution tothe untenable situation the College finds itself dealing with now.

It must not be supposed from comments made earlier that Hamilton has been willfully inattentive or directionless in meeting its obligations to the advent of women as students.

In the athletic and recreational program, for example, there is evident both commitment and achievement in the provisions to meet the growing interest of young women in sports competition. The Team found commendable attention being given not only to improvement of facilities for sports, and for coordination and scheduling, but also continuing attention to intramurals and to the teaching program emphasizing lifetime sports skills. Assurance that constructive attention will continue is evident in the functioning of the recently established Athletic Policy Committee. The College is well advised to take steps to clarify the status and prospects of the professional staff, a matter which was clouded with confusion at the time of the Team's visit.

## VI. Curriculum

In any usual report, the curriculum deserves a higher position. The Team's commentary has been deferred, not to ignore its close inter-relation to the all-pervasive issues surrounding co-education,

but to separate them somewhat and to emphasize other relationships of significance. *[This section is not complete.]*

### VII. Student Advising

In any over-all curriculum review, it is worth noting that if Hamilton maintains its prosent statement of curriculum and graduation requirements, the successful implementation of the program is heavily dependent on the effectiveness of faculty in advising students.

This is mentioned in particular because the official statements give a visiting educator pause. At first viewing, they display a looser structure than is now fashionable in American education. To some, the absence of stated requirements reflect a lack of certitude about the elements comprising a liberal education. In any other institution, they might be suspected of containing easy rationalizations developed in a more turbulent earlier time when students prevailed in seeking relief from constraints. At Hamilton, we were assured, they reflect instead that intimate ambience of the place in which the faculty-student relationship is so cloase as to let faculty have strong, constructive influence on student choice of courses, and thus to prevent abuse of the many options and privileges.

For so long as faculty freely accept close concern for advising as a professional responsibility, given that the faculty does exhibit a clear vision of the values of liberal education, the permissive system will work, at least with minimal abuses. A caution uttered in Team consultations was that this may become a problem for an institution which has become suddenly larger, and might become less intimate. It is a matter toward which faculty leadership must be alart and sensitive.

### VIII. Faculty Development

This caution may have greater credibility as the burdens of professional responsibility begin to fall heavier on the faculty. The Team felt constrained to caution also against over-loads in teaching and related duties, particularly in view of the necessity that greater attention be given to professional development of faculty and the predisposition to expect greater scholary endeavor from members of the faculty. Commendably, the College provides with some generosity for travel to scholarly meetings, for individual reserach projects, and for leaves. With some distress, it was noted that while among junior faculty the seeking of such opportunities is eagerly sought and competitive, among some senior tenured faculty members little interest is expressed.

### IX. About Governance

While leadership in educational issues may come from many sources, the prevailing faculty attitudes have perhaps more to do with the results than any other single factor in a college. It was noted by the Team that, paradoxically, while the mode of Hamilton seems to be informal, intimate and personal, at least in day-to-day functions, some procedures of governance seem severely stiff, strict and formal to the point of stifling ideas, initiatives and even constructive consultations. The Team noted these possibilites particularly in the areas of academic policy development and professional personnel decisions. These are apparently not considered by the College community to be fatal defects; they are accepted, and so they work. With all that Hamilton has to face in the near future, it is surely inappropriate for a Team of visitors to recommend that the matter of governance be placed on an early agenda, but in due course, the College may find that a redesign which would more closely connect the participants in its planning, decision-making and policy-making apparatus may encoruage greater creativity and constructive initiatives among its professional staff.

### X. Administration

A similar problem, more readily addressed, exists among the administrative staff at high levels and among what a corporation would call "middle management." While it can be viewed as an advantage that responsibilities and authorities are clearly understood by the officers of the College, the Team concluded that it would further strengthen the over-all educational effort if a greater continuing amount of corss-communication among officers and offices were to occur. The Team foud evidence that the function of the Office of Student Affairs and the educational dimension of residential programs are only dimly understood by faculty. The Team found no evidence that initiatives of academic and student affairs offices were mounted in concert or with prio consultation on their mutual effect.

Junior administrative officers would become more effective in serving the instituion's purposes, and with heightened morale, if such coordination existed, for they would become less isolated than they seem to the Team to be, and would more fully comprehend the institutional context in which they do their work.

That the College administration is aware of some facets of this problem is evident in the plan to publish, in the near future, an administrative handbook with which these middle management persons may identify.

### XI. Trustees, Finances

As mentioned briefly in the early paragraphs of this report, the Team members who visited with Trustees found them to be conscientious, supportive, able representatives of the College and generous with their time, energy and substance.

The Trustees husband a development program which appears to have been highly successful and to have ambitious goals for the future. The development office and leadership have central roles in the functions of the College which lead to impressive financial support and to particiption and support form an evidently loyal alumni body. It is perhaps inappropriate to find a flaw in an unusual and highly successful development program headed by an officer with vast experience, but it can be noted that given time, staff and disposition, a development office can connect itself supportively to a faculty by assisting those professionals directly in getting support for their scholarly activities.

The finances of the College are sound and apparently stable. The accounting and control procedures are adequate and are being further improved by the newly appointed officer. The rapid recovery from deficits experienced in earlier years is remarkable and merits special commendation. Budgeting, centrally controled, seems to be responsive to faculty needs. The endowment and management of investment policy are clearly handled with measures of aggressiveness and care that serve the long-term welfare of the College.

### XII. Library

The Team membership did not include a profesional librarian, and no attempt was made to evaluate the Library fully. However, since it is of critical importance as a learning resource, Team members with scholarly interests visited and assessed collections with which they were familiar. The Daniel Burke Library is an impressive facility, prepared to accommodate future development. Its collections seem more than adequate for instructional needs and to be a respectable degree support research interests of faculty. The Librarian and staff are attuned to modern techniques and technology. They ably employ consulation and intuition in the scheduling of new accessions.

### XIII. Publications

The College publications and documents reviewed by the Team were attractive, appeared effective and presented Hamilton College honestly.

### XIV. For Future Reference

The Team could not help but note that institutional research and data gathering, to the degree that it is carried on, in done in formally and unsystematically. Similarly, institutional forward planning seems to be done informally, intuitively. In the short term, the requirements of the State of New York, with respect to registration of courses, may require a greater effort in gathering and analyzing statistics. In the longer run, systematic planning, priority setting, and resource allocation may call for past performance data. Team members were accustomed to finding readier acess to data upon which decisions can be based, both in their home institutions and in those they have visited.

# Choir Hits High Note

## by Dale Rutstein

On certain nights when the air is still, when it has that unusual Clinton clarity, one can hear the music of the Hamilton College Choir rehearsal drifting lightly to all corners of the campus. On such a mystical night, while walking across the quad, perhaps to the library, many have stopped to listen for a moment, struck by the heavenly sound of the human voice making music.

For more than 100 years, these regular evening performances have transpired, the Choir unknowingly playing to its invisible audience listening in dormitory rooms, classrooms, on sidewalks, and under trees. For anyone who has spent time here, memories of the Choir at practice are, if not as dramatic as the surrounding landscape or the Chapel steeple at night, at least as pleasurable. For the thousands who have sung with the Choir, however, those memories are more immediate.

Choral music in one form or another has long dominated music at Hamilton. In 1875 a student-run choir was organized, but experienced much difficulty until well after the turn of the century. It seems the choir was called upon to sing in Chapel every morning, and, as their membership never surpassed a handfull, they were hard pressed to do so. The Choir also existed in competition with the much-loved, student-organized Glee Club whose lighter music and wider campus popularity attracted the serious voices.

Not until Dr. Paul Fancher assumed the role of director did the Choir begin to flourish. Indeed, in the 1920's, only two colleges in the northeast — Hamilton and Harvard — were producing serious choral music with polish. Samuel Chotzinoff of the *New York World* heartily lauded "an institution whose chief output is something of a sporty nature" on its "being able to send us. . .an honest-to-God choir sufficiently trained to sing Bach, Palestrina, Mendelssohn, and portions of the Russian Church liturgy."

More recently, the Choir has sung almost exclusively a repertoire of sacred music, including the most important works of Bach, Handel, Mozart, Haydn, and Brahms. Much of the music of these master composers was wrought with a specific goal in mind. Their music confirmed religious beliefs. Today the combination of good

*Dale Rutstein '81 is a member of the Hamilton Choir, and writes for The Spectator.*

voices, superior conducting, and great music produces the same effect. All of us in the Choir can speak of being genuinely touched, spiritually, while making music. This happens infrequently and some claim it's nothing more than a chill, but, when we sing — especially the music of Bach, some cry, some shudder, and others sigh at its grandeur. Last year, while rehearsing Bach's St. Mathew's Passion, a common joke among the choir members was, "how long can we go without breaking down?" Infrequently does it happen that a singer is overcome in concert. More often you experience a kind of intensity, your feet become riveted to the floor, you become atuned to every note of the music, and, for the duration of the concert, which seems to pass in an instant, you lose yourself and become a hollow instrument.

An important part of the choral tradition has been touring and sharing our music. In fact, the Choir now sings more frequently off the Hill than on it. Tours, once confined to the immediate surroundings, have reached out to more distant areas, and, in the last two decades, Hamilton's Choirs have traveled extensively in Britain and Europe, as well as in the Eastern half of the United States. Ten days of travel, singing, and interaction with sixty people is an experience that wearies all but the toughest of performers. One has an opportunity to know people intimatey under stress — a rarity for a large group. Barriers quickly break down and strong bonds form during a tour. I find on tour that people who normally wouldn't associate become good friends. For example, a senior woman and a freshman man find that after spending hundreds of hours on a bus that they are close friends. Without the slightest romantic inclination they become intimate, they find that they can spend time together wihtout having the stigma of a relationship tagged to them.

On the bus everyone is tired toward the end; a kind of thick weariness hangs in the aisle, and people forget about barriers. Usually, however, upon returning to the routine of college life the special relationships change. The man and woman return to their close friends and, except for rehearsals, don't see each other any more. I'm always puzzled at how much I long to return to the tour after it's over. While in the hear of a concert circuit I want nothing more than its end. Invariably, though, the memory of being on tour, where poeple relate to each other as they never have before, or will again, calls me back. Touring serves as a precious lesson in human relations. Happily or not, the group is thrust into a little unique society bounded by the walls of a bus where a whole lot of growing takes place. We have difficulty, unfortunately, bringing the tour atmosphere back into the outer world.

Still, the primary purpose of a tour is performing. Sometimes while on tour, because of distractions, because of getting fed up with people (which does happen) artistry

**Lee S. Spear conducting**

gets out of focus, but it always comes back in sharply when the time comes for the next concert. In the final minutes before we go on stage, all sixty of us usually occupy a small room. People warm up informally, some give or recieve massages, others talk quietly in corners. The feeling is resolute; every one knows what must be done and they do it. It's difficult to get very nervous because as a unified ensemble be perform together; no one is alone on stage. Yet 60 in number, the ensemble rises for the opening chord of its program, the sole point of focus in the entire hall is the canductor. Somehow in that tense moment we forget that perhaps the person next to us has been getting on our nerves, and fatigue of performing. All eyes are locked on the conductor and expectant. Through his controlling gestures, the music is transformed from lines and notes into beautiful sounds, concrete and ephemeral as they are created, then die away.

Hamilton is fortunate to have as Choir director, Dr. Lee S. Spear. Spear's knowledge of music and his brilliance of interpretation have let the group far beyond just the notes to create a program of music that rises above technical accuracy. He has a gift for expressing abstruse goals in music with clear analogies. In a Brahms motet which the Choir performed in 1978-79, Spear explained his idea about a certain pasage by saying, "Imagine a thirty foot extention of your arm and think of moving that extention in an arc above your head very slowly. Try to capture in the music the swiftness of the motion at the far end and the power at the near end."

Choir is a course for credit. Those singing in the group benefit most from the experience — more, perhaps, than the conductor of the audience. Hamilton's Choir performs well not only because it has had talented conductors, nor simply because it sings good music, but because the students/singers are taught that in measure 97 the altos are singing leading tone to the tonic or that in the last movement the tenors and basses share and trade off the melody. The Choir learns how to sing music intelligently, approaching each work methodically in order to discover what it is that makes music work in performance.

For its singers, Choir adds another needed dimension to college existense. In much the same way that sports serve to release pressure, performance with the Choir gives vent to an artistic yearning that many of us have. Choir is also an important addition to Liberal Arts study. In few other courses do the students momorize the classic works of literature while learning how to perform them. In few other courses are the students moved so deeply by what they are engaged in.

In the last yer the members of the choir have worked very hard to pay off the debt incurred by our British tour. The group put together a Broadway revue, a mock recital, an auction, and countless other fund raising ventures. Through all of our hard work; touring, performing, and fund raising we became an especially close ensemble. We know more about what tests we can survive; we know much more about our fellow singers. We know that in the years to come our memories of college will be filled with the glorious days of music and singing we had at Hamilton.

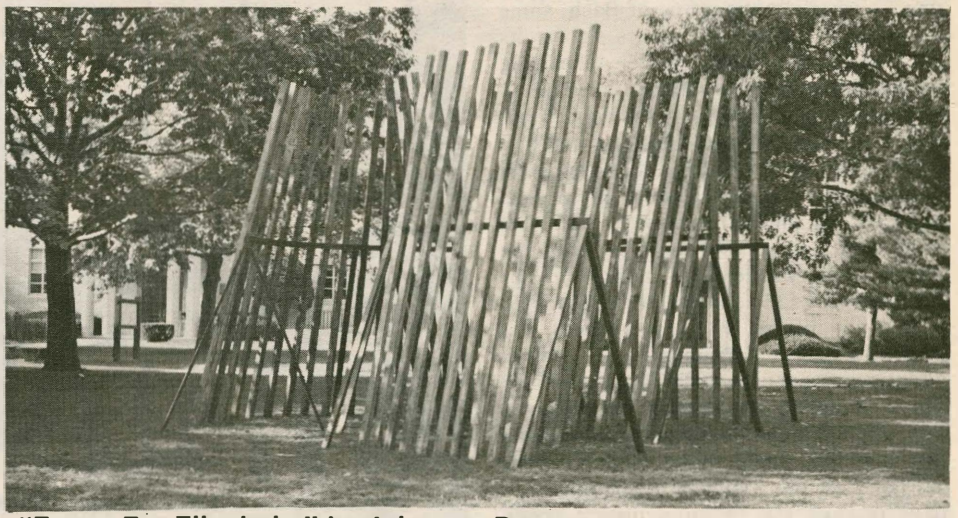
# Studies in Sculpture

## by Cindy Maybeck

As I carefully step over the threshold, student's voices rise over the constant roar of the foundry furnace in a swirl of dust. Many students are wearing masks over their mouths, heavy gloves, and goggles, some are filling huge crates with sand, some are poking solid aluminum into an inferno, and a few are sitting back relaxing with a beer. They wear heavy clothing and their faces are streaked with dust and dirt. This must be the place: the studio of John von Bergen who is mostly artist, but partly a visiting professor teaching "Studies in Sculpture" this month at Hamilton.

The students are learning the techniques of casting using styrofoam and aluminum. Most of the work is done in List. The styrofoam is cut and taped into a form and mounted on a stand in the shape of an 'L.' these "first drafts" are then brought to von Bergen's studio and packed in sand, leaving the top of the vertical piece exposed. Aluminum is melted in the furnace (at 1200-1500°), then poured over the boxes or barrels containing the sand, down through the vertical piece of styrofoam. The styrofoam burns away and that space is replaced by the metal. It cools for a half hour, then the sand is shoveled away. The sculpture is cut off the stand (which will be remelted), smoothed, polished, or blackened back at school to hopefully near-perfection.

The class consists of ten students who work on an average of two sculptures each week. They are putting in a thirty or forty hour week, but there is no outside reading or lectures. The course consists mainly of studio work with some instruction and a weekly visit to von Bergen's studio.



**"Fence For Ellenholm" by John von Bergen**

Chris Behan '83 is an art major and took this course to explore a form of three-dimensional design. Besides learning the techniques of casting, he's learned to criticize sculpture, both his own work and others'. "The transformation is amazing! Styrofoam is terrible, it squeaks and it has an ugly smell, but the finished product is beautiful."

Lisa Nye '82 selected this course because her roommate had told her how fun it is and that the instructor is great. She claims that it takes a lot of time, but it's fun work. She choreographs quite a bit and wanted to sculpt because it involves the same concepts as choreography. "I'm learning about form, space, and design. I've actually gotten some ideas for my choreography from other students' art work."

The professor himself is quite interesting. He was born in Sweden, but has lived in the States most of his life. He graduated from Hamilton in '63 as an art major. At that time Hamilton's art department consisted of only two professors. He spent a year at the University of Minnesota and a year at the Art Student's League in New York City, and finally got his MFA at Pratt Institute.

He lives five miles outside Clinton with his wife and two-year-old daughter. He built his home, which is solar efficient, and his studio himself. He was the director of the Kirkland Art Center in Clinton for three years and is presently teaching at the Munson-Williams-Proctor Institute in Utica. He teaches figure sculpting in clay, three-dimensional design, and drawing. The last week in January when Munson-Williams' Spring term starts, he'll be doing double duty.

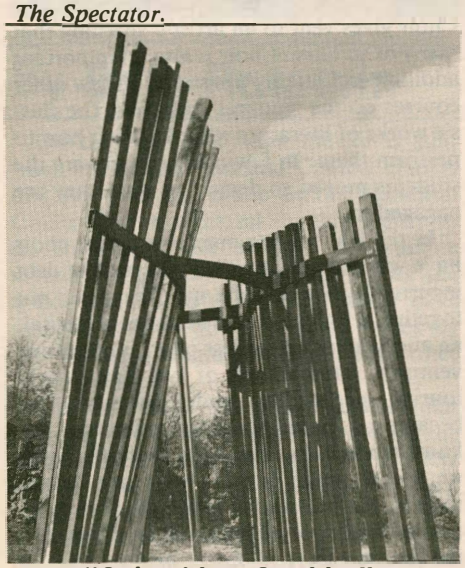
He enjoys teaching at Hamilton. Asked what he likes he replied with a smile, "The clientele." More seriously, "I like Winter Study because the student can devote all his time and energy to one subject. The students are motivated, the work is fun and intense physically *and* mentally."

As enjoyable as teaching may be, von Bergen admits that sculpting is his first love. Actually, it was an art history course at Hamilton which first interested him in art. He enjoys working one large pieces, usually in steel and wood. The steel is rusted and varnished. How does one rust the steel? "I leave it out in the rain, of course! Sometimes I sandblast it." He has had his art in twenty-six shows across the state, two of them were individual exhibitions.

One of the problems with working on such large pieces is finding available tools and space in which to work. So five years ago, von Bergen along with some other area artists started Sculpture Space, Inc. which is located in the Federal Building in Utica on the Boiler Works grounds. The building was built during World War II for the purpose of constructing landing craft. It is now a studio large enough and with the equipment and tools needed to work on large steel sculptures. Over forty international artists have used this space for their work and there was recently an exhibition in Washington, D.C. specifically of sculptures created in Utica's Sculpture Space. Von Bergen was among the ten featured artists.

How does an artist feel about his work? "I feel very excited. I think I'm in an original phase; the work is very individual, it's a personal statement. I have more confidence as an artist than I have had in the past. I've always wanted high adventure. As an artist, you discover things you've never seen, you feel right on the edge..." Do you get satisfaction out of your finished work? "The ultimate. There's one hitch though, a finished piece will spark the beginning of another piece. It's an endless process."

*Cindy Maybeck '83 is an Arts writer for The Spectator.*



**"Columbia Corridor"**

# Film: A Lost Art?

## by David Coleman

There is bad news for those who fancied themselves taking filmmaking courses at Hamilton.

At the end of this term the present film professor's contract will expire and the entire film production program will be struck from the curriculum. The filmmaking equipment, cameras, editing machines, projectors, etc. will remain at Hamilton. This means that this equipment could conceivably be used for independent projects. However, if the administration holds to its recent decision, the art of learning to create a film will not be open to most Hamilton students.

The film program started at Kirland nine years ago, and, although never well endowed, has managed to subsist in the basement of McEwen. It has overcome problems with archaic equipment and poor facilities — one of the two rooms it occupied had only one electrical outlet.

The Art Department recently studied twenty-four similar colleges and found that only Hamilton offers any filmmaking program at all. In addition to this distinction, many graduates who participated in the program have gone on to distinguish themselves in film schools such as N.Y.U., and at local television stations. One present film student estimates that in past years seventy to eighty percent of the people in the "Advanced Film Production" course planned to go on to work in related fields.

News that film production would not be offered in 1981-82 did not come as a surprise to many individuals involved in the program. The administration's lack of interest and support had always been clear. Robert Nickson, who was the film professor last year, and greatly admired by his pupils, once proclaimed "They think I'm running some sort of a cult down here!"

Perhaps the only reason filmmaking was not deleted from the curriculum prior to this year is that under the conditions of the contract for the Hamilton/Kirkland merger it had to be maintained for a minimum of three years. This grace period will end this May, and, so it seems, will the film program.

The debate over whether filmmaking has a role in a liberal arts curriculum has been entertained at the administrative level for many years, but has received little attention in the College at large. Whether filmmaking is too technically complicated for the liberal arts has been the focus of the argument and the views on this seem to be greatly polarized. Cost, of course, is also a feature of the debate; Dean Rice predicts that excluding the salary paid the film professor, cancellation of the film production program will save an amount "certainly in five figures."

Bruce Muirhead, Chairman of the Art Department, admits to being instrumental in ending the film program. He presented his argument against filmmaking to the Committee on Academic Policy earlier this year. Muirhead feels that film is a tremendous drain on his department's finances, and that students would be better served by learning the basic principles of aesthetics through a simpler medium. Furthermore, although the program is under his auspices, he feels that it is "out of [his] control."

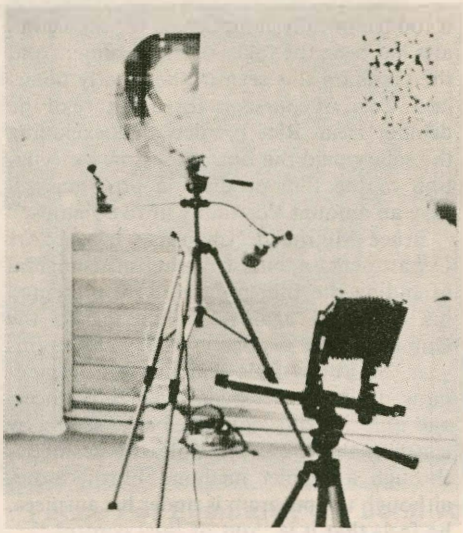
Part of his main objection to the filmmaking program is that the students in it have often by-passed the traditional prerequisites of design and painting. "We never saw them," Muirhead claimed of the film students. "They weren't art students — they were economics or geology majors who had an interest in film" He described the film program as "an underground system and therefore unhealthy," and added that many of the students "thought they had learned a lot just because they learned how to crank the camera." Generally, Mr. Muirhead believes that, because of its technical nature, filmmaking should be reserved for post-graduate study.

Dean Rice expressed views similar to Muirhead's, yet enumerated his "long-term plan to develop some sort of interdisciplinary media/communications study program" at Hamilton. "This is not a withdrawl from film," he insisted, pointing out

*Dave Coleman '83 is the film reviewer for the Spectator Arts Page.*

that the Language of Film course will be offered in the Fall. Despite the Dean's interest and enthusiasm for film study, he feels that film production has no place in the Hamilton curriculum. He believes, again, that it is too technical, and that in order to maintain a really good program, resources would have to be diverted from other sources.

Some students who have taken film courses disagree with the contention that film has no place in a liberal arts curriculum. They hold that, because of its profound effect on society, film is perhaps the most important art to study and fully understand. Most agree that classroom study is useful up to a point but that a real awareness of the medium can only come from the "hands on" experience of shooting and editing one's own film. Dave Schliefer '81, whose experience in film production at Hamilton brought him a paying summer job as director and editor of an educational film, attributes the administration's withdrawal from filmmaking to a misguided view of it as a technical skill, rather than an art form. "The technical aspects you can learn in two days — two hours if you have experience in still photography." "The fact that people don't see filmmaking as art," he explains, "is proof of their need for education in film" Schliefer is presently enrolled in Advanced Film Production and feels it is unfortunate that students will not have the opportunity he had to learn filmmaking in the future.



*Commentary*

*As a one-time student of film myself, I feel that Muirhead's and Rice's lack of support for filmmaking stems from a problem inherent in the art form: it is difficult for one who has never made a film to understand the true nature, and therefore the value, of the art. Classroom study of film is useful but will never generate the kind of awareness that can be gained by sitting down with several hundred feet of film, and attempting to tell a story by cutting and splicing. The frustrations and rewards of making a film are as unique as the medium itself. The filmmaker steps beyond the two-dimensional world of painting, beyond the three-dimensional world of sculpting, and by incorporating the element of time, enters a fourth dimension.*

*As members of civilization's most technological society we are constantly bombarded by film. It is used to sell us everything from soap to political candidates, yet few of us truly understand the workings of this medium —its unparalleled powers of seduction and communication. That this College does not afford its students the maximum opportunity to overcome this naivety is deplorable.*

*If you are upset or disappointed by the decision to delete filmmaking from the curriculum, do not give up hope. The film production program isn't dead yet. There is some chance that if energetically petitioned the administration would move to reverse its decision.*

# Jazz Styles

## by Dan Rosenfeld

At last Hamilton is offering a course on jazz this winter. The course is entitled "Jazz Styles." The instructor, Barry Kernfeld, is a guest professor and a graduate student at Cornell.

"Jazz Styles" is a study of the evolution of jazz and the basic theory governing both the style and technique of the art. Mr. Kernfeld has chosen as the text for the course, the Smithsonian Collection of Classic Jazz; a six-record set including major artists from Scott Joplin to John Coltrane. Much of the material consequently revolves around the various periods represented in these records with numerous individual albums on reserve.

The style of each period is displayed by specific artists. It all begins with rag-time and the New Orleans scene, gradually moving with Louis Armstrong to Chicago and Kansas City swing. Eventually, we reach Charlie Parker and be-bop after numerous little excursions into Duke Ellington and Count Basie territory. Then comes Thelonius Monk and Miles Davis, followed by John Coltrane, and ending with Weather Report and Chick Corea.

Mr. Kernfeld is well versed in his field. A performer himself, he not only possesses formal musical knowledge but an intimate sense of the various major jazz styles.

I do have two complaints about his approach to the subject. As regards the theory part of the course, I think he has tried to cover too much material in too short a time. For example, it is difficult to understand the concept of functional harmony even after a year of theory and prior formal exposure to music. Students, however, with no previous training are expected to have acquired some grasp of this complex subject after three weeks. Mr. Kernfeld also seems unsure of himself and pauses often while speaking. His lectures could be more stimulating if he spoke more assertively. This is nevertheless understandable since he has not taught long. Otherwise, Mr. Kernfeld's lectures are actually quite interesting and very informative. They often contain amusing anecdotes about the various musicians.

He is neither pompous nor arrogant and is always willing to answer questions. There is generally a casual atmosphere in class.

Overall, I rate the course highly. Anyone who takes it at all seriously cannot help but learn something and enjoy it as well.

*Dan Rosenfeld '82 writes about music regularly for The Spectator.*

# Spatial Relationships —a short story

by Peter Cameron

As soon as she opens the door Lillian says, "She's here."

"Who's here?" I say, stepping inside and taking off my coat.

"Loren," whispers Lillian. "Loren's here."

"Loren who?" I give Lillian my coat.

"Loren," says Lillian. "Loren your wife."

"Loren," I say. "Loren my ex-wife?"

"Yes," she says. "Loren your ex-wife." She hangs my coat up and turns around "She's here. Upstairs."

"Why?" I ask. "What's she doing here?"

"I don't know," says Lillian. "I must have invited her. I've forgotten."

"Oh," I say. "Well, it's no problem."

"That's why I told you. In case there was a problem."

"No," I say. "There's no problem."

"Good." Lillian smiles. "So how are you? Come up. I'm glad there's no problem. She's with a man."

"It's probably Gregory." We walk up the stairs.

Lillian turns around. "She looks gorgeous. I hardly recognized ner." She bends down and kisses me. "You look good too," she says. "So how are you?"

Twice tonight someone playing the piano has played "Its The Same Old Story." I watch Loren as they play it. I know she is aware of me watching her. She is sitting on a sofa under the window talking to a woman I don't know. Her head is turned away from me but every now and then she pushes her long hair back from her face. Her large hand shields her face, but I know that she is glancing at me. I notice she has a new way to cross her legs: once at the knee and then again at the ankle. They are intertwined tightly and they look incredibly long.

Someone is playing "It's The Same Old Story" again. Loren gets up and kisses the unknown woman. Gregory, her lover, appears from the crowd and puts his arm around her. Gregory is even taller than Loren; they tower above the rest of the crowd. Lillian sits down next to me. "You're not mixing," she says.

"How do you know?"

"I'm a good hostess," she says. "I've been watching. Is it because of Loren?"

"No," I say. "I never mix."

She lights a cigarette and takes a drag. "Yes," she exhales. "I guess that's true." She takes another drag. "Couldn't Heath come?"

"No," I say. "He couldn't." Loren is laughing. She tilts her head back and her hand flutters at her breast, around her collar and her necklace. It is a very artificial gesture. Lillian notices me watching Loren.

"Loren looks lovely," She says. "She's lost weight."

I don't answer. Loren uses her hand to brush her hair all to one side across the top of her head. Gregory puts his hand possesively on her arm. Lillian snubs her cigarette in the ashtray. She stands up. Lillian, I notice, has gained weight. Loren has not lost any. "Come on," says Lillian. "Get up. There's someone I want you to meet. Let's mix."

"Who?" I say. "There's no one here I want to meet." Someone must have just told a joke because everyone is laughing. Lillian waits for it to quiet down. Then she says, "Just get up. For me."

I stand up. Gregory walks by us in his way to the bar. He kisses Lillian on the mouth. I would say he is at least eight inches taller than I am. He ignores me. Lillian stands, stunned. "How rude," she finally says. "I don't even know him."

I watch Gregory at the bar. "It's Gregory," I say.

"I know who he is,' syas Lillian. "I mean, I don't know him."

"He seems like a very friendly person."

"How long has he been seeing Loren?"

"Forever," I say. "Forever and ever and ever and ever."

"I don't believe you," says Lillian. "Who can I introduce you to? Who do you want to meet?" She looks around. I say nothing. Loren has disappeared. "Carson brought cocain," Lillian whispers. "I specifically told him not to. I'm never giving a party again. I invite all the wrong people. I don't even think I invited half these people. I don't remember inviting Loren."

"You invited me," I say, and sit back down.

"Don't sit," says Lillian. "We're going to mix. We're going to mix if it kills us. Would Loren come uninvited to a party? That's not like her, is it?"

Lillian seems to be crying but it is too noisy and I am too drunk to really tell. "It's a very nice party," I say.

Lillian snorts. "If it's such a nice party," she says, turning on me, "why aren't you mixing?"

It is much later and I am sitting in the kitchen. People have left and it is quiet. I might have been sleeping. It is dark in the kitchen, there is only a light turned on over the sink. The sink is filled with dirty glasses. Someone is playing scales, very badly, on the piano. I try to guess what time it is, but I have no idea. Loren walks in. It is time for Loren to come.

"Well," she says, "you're being your usual sociable self. You always were fun at parties."

I say nothing. Loren stands beside the refrigerator. She is taller than it. Loren is the tallest woman I know. I can tell by the way she leans against the refrigerator that she is either drunk or stoned. "Hello," I say. My arms are folded on the table and my head is resting on them. I am watching Loren from this odd angle. She looks huge.

"Hello," she says. "Do you have a cigarette?"

"I don't smoke," I say.

"Yes, you do," she says.

"Not any more."

"Oh," she says.

"Who's that new man you're with?"

"You know Gregory," she says. "You've met him before. I know you have."

"Every time I see you you're with a different man." This is not at all true.

Loren laughs nastily. "I've been living with Gregory for two years. You've met him repeatedly. I don't know what you're talking about."

"Yes, you do," I say. "He's very tall."

"He's six-four." Loren stands up straight, emphasizing her own great height.

"That's a foot taller than me," I say.

"So?" says Loren.

"So nothing," I say. "I'm only trying to make conversation."

Loren sits down at the table across from me. In the dark she looks tired and older. Lillian is wrong. She is not gorgeous. "Lillian thinks you've lost weight."

"Does she?" says Loren. "Poor Lillian. She's getting so heavy."

"I think you've grown," I say. "You look taller."

Loren laughs. "I hope not." There is a bowl of salad on the table and Loren picks at it. "I wonder if it's all right to eat this."

"I'm sure it is," I say. "Why wouldn't it be?"

"I don't know," she says. Loren takes a long green leaf and puts it in her mouth. "You look good," she says, chewing.

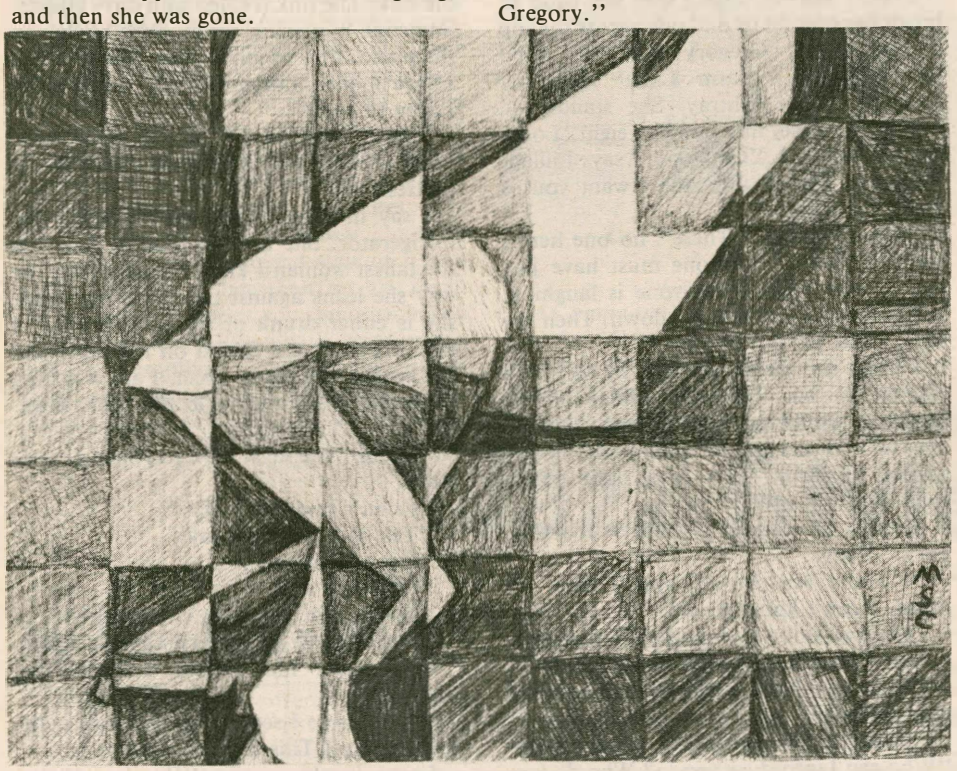
*Peter Cameron is a junior majoring in English at Hamilton. This work of short fiction is a feature of the* Winter Magazine

"How are you?"

"Terrible," I say.

"Terrible?" she says. "Why?"

For some reason I think it is getting darker. I look up but have trouble seeing Loren's face. The last time I saw her she was walking down Madison Avenue. She had a suit on. I called her and she stopped. She hadn't seen me. She looked so beautiful in a suit and her hair long and loose down her back. We stood there talking for a while very nicely, outside a florist's. I want to buy you flowers, I said. She smiled and said no, she was in a hurry. Please, I said. Please let me buy you flowers. No, really, she said. She had an appointment. She was laughing, and then she was gone.



"Do you have your car?" Loren asks. She flattens a piece of lettuce out on the table, and stares at it.

"Yes," I say.

"Could you give me a ride home? Gregory left early."

"Why did Gregory leave?"

Loren looks up at me. The lettuce wrinkles up and glows in the dark kitchen. "He went to the airport. He's flying to LA tonight."

"LA," I say. "Los Angeles."

"Can you give me a ride?" Loren stands up. She walks behind me and touches my forehead, as if I were a child with a fever. "Are you ready to go?"

In the car Loren turns the collar of her coat up around her cheeks and leans back with eyes closed. "How long is Gregory going to be in LA?" I say. The radio is on, playing jazz very quietly.

"I'm not sure," says Loren. She opens her eyes and looks out the window. "About a week, I think."

"Are you going to marry him?" I ask. I am glad Loren is looking out the window.

"I'm not sure," she says. "Probably. I've got to decide." She puts her fingers on the dashboard, which is her way of indicating that I am driving too fast.

I slow down. We stop at a red light. "Is he a good lover?" A naked mannequin stares at us from a store window, and the light changes.

"Yes," says Loren. "He is."

"As good as me?"

Loren smiles. "You know I don't think you're a good lover. What does it matter?"

"I don't know," I say. "I just wondered."

"I think you think too much about Gregory."

"So do you," I say.

"That's ridiculous," says Loren. "You're crazy. As a matter of fact, I might move. If we don't get married."

"Where?" I ask. "When?"

"I don't know," says Loren. "I looked at this loft downtown this morning. It's beautiful. It's great. Maybe I'll just move there with Kate."

"What about Gregory?"

"Do we have to talk about him?" says Loren. "I don't know. I'm upset. I'm tired. It's too goddamn expensive anyway."

"How much is it?" I turn up 70th Street and find a place in front of Loren's building.

"Never mind." She clutches the door handle, but doesn't open it. "It's too much. I shouldn't have told you. I haven't told anyone. I'll probably marry Gregory anyway." She sits in the car, beside me. "Do you want to come in?" she whispers. "I'm too tired to make love. Do you want to just come in and sleep with me? Come in," she says. "Come in and see Kate."

"Kate will be asleep," I say. Kate is our child. She is Loren's and mine. "I have her next week. I'll see her then."

Loren does not answer. She is crying.

After the babysitter leaves, we go in Kate's room. She sleeps in the dark and we stand by her bed. For a long while we just stand and watch Kate sleep. She sleeps beautifully.

I go in the bathroom and when I come out Loren is in bed. The bedside light is on, and she sits against the backboard, the covers drawn around her. She watches me undress.

"You look good," she says. "You've lost weight."

"I know," I say. "I've been playing raquetball."

"God," says Loren. "How awful. I hope you haven't joined a club."

"I have," I say.

"I'm disappointed in you. I don't want to hear about it. A raquetball club. Do you wear white shorts?"

"I thought you didn't want to hear about it." It is a long time since I have slept with Loren, and it feels very nice. She is a wonderful person to sleep with. The sheets are marvelously clean. Loren washes her sheets with neurotic frequency.

"Just tell me if you wear white shorts," says Loren. She turns the light out.

"I do," I say. "It's a rule. You have to."

"That's horrible," says Loren. "How could you join a club like that?"

I lie on my back and look at Loren's white ceiling. I am wonderfully tired. Loren reaches out and touches my naked shoulder. "I just want to touch you," she says. "OK?"

I don't answer. Loren rests her hand on my shoulder, as if she is supporting herself. "Guess what?" I say.

"What?"

"I have a lover," I whisper.

"Who?" says Loren. "Do I know her?"

"It's a man," I say. I realize I have been waiting all night to tell Loren about Heath. "His name is Heath."

Loren says nothing. Her hand remains on my shoulder. "Since when," she finally says, "have you been attracted to men?"

"I'm not attracted to men," I say. "I'm attracted to Heath."

"But he's a man," says Loren.

"I know," I say.

"Do you love him?"

Someone on the street is starting a car, and I wait until they drive away before I answer. "I don't know. He's very wonderful. He's very different. He sculpts."

"Since when have you been interested in sculpting?"

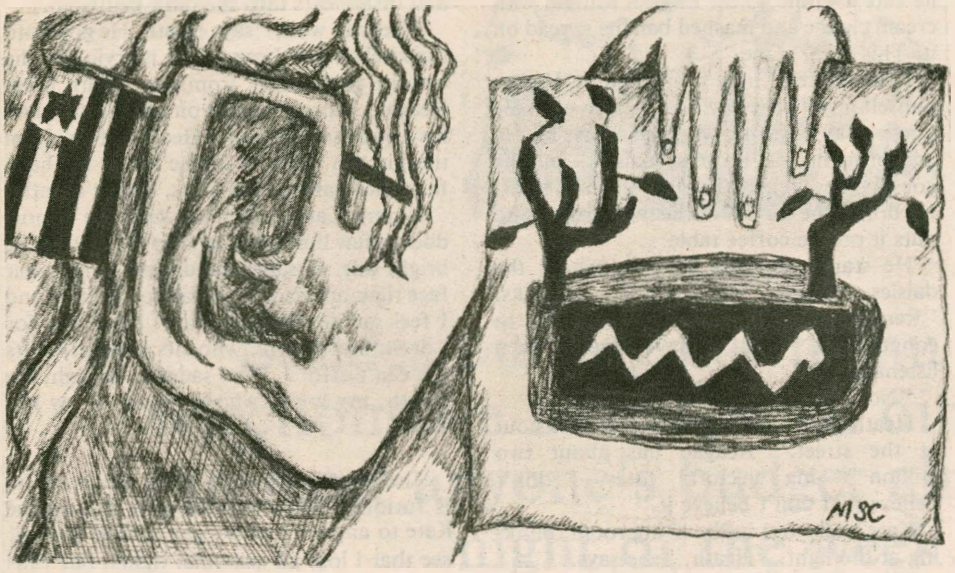
"You don't understand," I say.

"How long have you been seeing him?" Loren takes her arm off my shoulder, but she moves closer towards me. I am aware of her looking at my face, even though I am concentrating on the ceiling.

"I met him at work," I say. "Last summer."

"I thought he was a sculptor," says Loren.

"He is," I say. "But he also works as a temporary typist. He was my secretary while Lydia was in Puerto Rico. He doesn't make a lot of money sculpting."




"This is very strange," says Loren.

"I know," I say. "I realize."

"What's it like?" says Loren. "I mean I don't understand."

"What don't you understand?"

"Do you live together?" says Loren. "Do you sleep together?"

I try to picture Heath; try to imagine what he is doing now. I realize how late it is and picture him sleeping. I remember Kate sleeping. Everyone's sleeping except for Loren and me. "We don't live together," I say. "You would like him. He's very kind and young and quiet and smart. He's tall."

"How tall is he?" Loren's hand is in my hair, above my head, on the pillow. I am very tired and I can feel myself sinking into sleep, falling down with Loren. It is very dark, and the only thing that is moving is Loren's hand . I am surprised at how calm I feel, how wonderful and how tired.

"He's about as tall as you."

"Can I meet him?" asks Loren. I turn my face towad Loren and close my eyes. Her arm is around me and I know she is ready for sleep. "Maybe," I say, into her throat.

Loren begins talking, very softly and slowly. "When I went down to see the loft this morning, it was empty and no one was there. I had a key from the agent. There was no furniture and the floors were just bare wood. The walls were all white. The back faces a garden. It seemed so huge and I could tell it would get a lot of light even though it was raining and I just sat on the window sill for about an hour. I couldn't bear leaving. The walls were so white, and so big. It's so beautiful. I'd never even want to put anything in it. It was just so empty. It's so expensive." Loren pauses. "Do you love him?"

I pretend I am asleep, and I do not answer.

Kate sits at the kitchen table coloring as I dry the dishes. She is drawing a picture of eclaires and each eclaire has branches with leaves sprouting from it. Kate encountered eclaires for the first time tonight. I bought them for dessert, at Miss Grimble's on my way home from work. Today is election day and the eclaires had American flags stuck in them. Kate wears her flag behind her ear.

"Eclaires aren't trees," I say to her, looking over her shoulder. "Why are you drawing branches on them?"

"What?" says Kate.

"Why are there leaves on the eclaires?" I ask.

"They grew there," says Kate. "Is an eclaire a person?"

Kate is learning non-sexist role identification in her Day Care Center. "No," I say. "A man is a person and a woman is a person. So are boys and girls. You're a girl and you're a person, and I'm a man and I'm a person and Loren is a woman and she's a person. But an eclaire is just an eclaire. It's not a person."

"Is Ms. Mouse a person?" Ms. Mouse is the cat. She sleeps on the kitchen table, in front of Kate's drawing.

"No. Ms. Mouse is a cat. Ms. Mouse is a woman but she's a cat. A cat can't be a person."

"Can a woman be a person?"

"Of course," I say. "All women are people. Remember the policeperson we saw today? She was a woman."

"Am I a woman?" asks Kate. She chews on her crayon then pokes Ms. Mouse with it.

"You are a girl," I say. "You are a little girl. When you grow up you'll be a woman. And a person."

"I want to be an eclaire when I grow up," says Kate.

I leave Kate at her drawing and go in the bathroom. As I am sh---ing Kate walks in. She climbs in the bathtub and sits down.

"David," she says.

"What?"

"Can I watch TV?"

"No," I say. "You can read me a story. Then you have to go to bed."

"Can Ms. Mouse sleep with me?"

"She can if she wants. Ask her."

Kate wanders off to confer with Ms. Mouse.

"She said yes," says Kate. "But she's not tired."

"She was sleeping before."

"She woke up," says Kate. "She wants to watch TV."

"What story shall we read?"

Kate informs me she is sick of her books and we decide to read The New York Times. On the front page there is a picture of Ronald and Nancy Reagan, doing "some last minute campaigning." "What is this a picture of?" I ask Kate.

"That," says Kate, pointing to Ronald, "is Mr. Eclaire. This is his mother." She points to Nancy. "He will eat his mother because she won't let him watch TV. He's a bad boy." Ms. Mouse stalks in from the kitchen and jumps onto my lap.

"He's a bad boy," I say. "Why?"

"Because he eats his mother."

"What's his name?"

"Gregory," says Kate. "And her name is Cheryl."

"What is Cheryl saying?"

"She's saying, "If you eat me I'll spank you. She's an eclaire. She's very mean."

We do a few more pictures and then Kate surprisingly suggests she go to bed. Ms. Mouse, who is limp and warm, is pushed under the covers.

"Can she breathe down there?" I ask.

"Yes," says Kate. "That's where she likes to sleep."

"Where would you like to kiss me tonight?" Every night Kate kisses me in a different place.

She thinks a moment. "Your elbow," she says.

I roll up my shirt sleeve and Kate kisses my elbow. I look at it for a second. I haven't looked at my elbow recently. It is hairless and dry. I kiss Kate on her cheek and on her forehead. Kate pulls forth Ms. Mouse to be kissed. I kiss her between the ears. She purrs. "Kiss her on the lips," says Kate.

"No," I say.

"Why not?" says Kate.

"Because she's a cat," I say. "I don't kiss cats on their lips."

"But she's a person," says Kate.

"No, she's not. She's a cat."

"Oh," says Kate. "I kiss cats on their lips."

"No you don't," I say.

"Yes," she insists. "I do." She kisses a begrudging Ms. Mouse on her tiny lips and pushes her back under the covers. "See," she says.

"That was very interesting," I say. "Good night."

"Good night," says Kate. I go in the living room and turn the TV on to watch the

election returns. It is too depressing, though, so I turn it off. I sit on the couch, thinking. I wonder if Loren will move downtown into the loft. She will probably marry Gregory. Gregory is really a fine person. He is good with Kate. We could play raquetball together, Gregory and I. His height would be a terrible advantage, though. I think about calling Loren, but decide not to. I miss Loren at the strangest times. It is three years we have been divorced, and I still miss her. Loren does not think I am a good lover. I wondert why, exactly, Loren and I got divorced. Supposedly it was because she wanted to marry Gregory. Loren is never sure what she wants. She wants Kate, and she wants Gregory and sometimes she wants me. She wants, I suppose, too much.

I am never sure what I want. I used to think I wanted Loren, but lately I think it is Heath I want. I don't understand why I want Heath, though. I just know he is immensely appealing. He often looks more beautiful than I can stand, even more beautiful than Loren. His face is incredibly beautiful, I think. Once, toward the end of the summer we were sitting outdoors at a cafe on Columbus Avenue. Heath had a loose, silk, short sleeved shirt on, and he raised his arm to point out a dog on the roof of the building across the street. The sleeve slid up his arm, and I was overcome, for the first time, with this strange desire I have for Heath. The exposed part of his arm, so near his shoulder, was beautiful: white and smooth and large. The hair grew under it brown, thick and straight. I am awed by Heath; I do not deserve him. I do not deserve Loren. They are so fine. Heath built all the furniture in his apartment. He makes all his own clothes. Every morning he eats a whole wheat English Muffin with cream cheese and mashed banana spread on it. This amazes me.

About nine o'clock Heath comes. He lets himself in with the key I have given him. He doesn't say anything when he comes in. He has brought me flowers, daisies, and he goes in the kitchen and puts them in a jar. He brings the jar out in the living room and puts it on the coffee table.

He stands in front of me, behind the daisies. "Have you heard?" he asks. "Reagan won. Carter just called him to congratulate him. Have you been listening?"

"No," I say.

Heath goes to the window and looks out at the street. "Reagan has about two million f---ing electoral votes. I don't believe it. I don't believe it."

Kate walks out in the living room, blinking at the light. "Heath," she says.

"Kate," says Heath. "I didn't know you were here." Heath is a great favorite of Kate's.

"I'm sleeping," says Kate. "With Ms. Mouse."

"Do you want a flower?" asks Heath. "I brought them for David."

"Yes," says Kate. "May I have two? May Ms. Mouse have one too?"

"She may," says Heath. He takes two daisies from the jar and gives them to Kate. He kisses her on top of her head. "Good night," he says.

Kate clutches the flowers in her tiny fists and disappears into the dark bedroom.

"Reagan won," says Heath. He goes into the kitchen and I can tell he is crying by the way he turns away from me. Heath hates Reagan. I turn the news on and Carter gives his concession speech. Heath listens from the kitchen. He sits at the table, his head fallen forward on his arms, crying silently.

Jimmy Carter does not cry. He almost does, a few times, but he tries to look on the bright side. Rosalyn stands next to him, her face tight and sad. I feel sad for Jimmy, and I feel sad for Rosalyn, too. I feel sad for Loren, my ex-wife, who sits in empty lofts she can't afford. I feel saddest, though, for Heath, my lover, who is crying in my kitchen.

The next day at work Loren calls me. She is furious. Loren tells me that if I expose Kate to anymore of my gay friends she will see that I lose all custodial rights. She calls me a bastard and a pervert. Then she hangs up. On my way home from work an old woman sits across from me on the subway. She chants "on your mark, get set, go!" over and over to herself. She is starting an eternity of races, and it cheers me, a little, to hear her.

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# Dance Boasts Worth

## by Liz Grusky

"That's it. Come try it again." are familiar words heard in the List Dance Studio this winter term. What is going on there? Dance! Movement, theory, enthusiasm, and most of all creation; the creation of people becoming aware of their bodies and the world of dance. The instruction and infinite spirit come from guest dance instructor Colin Worth. Twice a day, five days a week, Mr Worth demonstrates, explains, and exposes some forty students to his broad knowledge of dance.

Mr. Worth began his career at an early age studying at the Royal Ballet School in London, England. He danced with the Convent Garden Opera Ballet and was a soloist with the National Ballet of Canada. He was also a principal dancer and Ballet Master with *Les Feux Follets* in Montreal. Mr. Worth has been the artistic director of several civic ballet companies in the United States. He has taught at the University of South Florida and now teaches at a conservatory in Virginia Beach. In talking with Mr. Worth, it becomes clear that he is deeply committed to teaching dance and to the art form itself. His reason for coming to Hamilton this January is "To promote and expand dance and to encourage those who haven't tried it. . .to try."

Try! More than forty students are 'trying' dance this semester, twenty-six are beginners. There are six men enrolled, some of whom were recommended to take dance by the football coach in order to increase their flexibility and coordination. The enthusiasm of the students who signed up for this term was checked by the lack of studio space. Some students had to be turned away because there is not enough space for more than 18-20 students in the studio at one time. As it now stands, Mr. Worth is offering more classes than he was originally contracted to teach. In addition to Mr. Worth's daily Beginner and Advanced classes, he also teaches a men's class, a *Pas de Deux* class and a women's class on different nights of the week. Mr. Worth has also chorographed a classical piece which he rehearses every day. The cast consists of all the beginner and advanced dancers who wish to participate. The ballet piece will be performed in the Hamilton Dance Concert in March.

Sondra Lomax, Assistant professor of Dance, is giving up her time to attend and to assist in classes and to help run the rehearsals. Her presence gives the students a good example to follow and some excellent coaching. She is always willing to explain or to give useful criticism to an uncertain dancer. Having a professor 'take class' is invaluable because one can see *how* steps should be executed and it allows for a more relaxed contact between a professor and the students. Ms. Lomax's participation in class is another positive aspect which adds to the enjoyment of the course and makes it a more complete learning experience in dance.

The student's reaction to Mr. Worth? "Terrific! He is always positive. He gives encouragement but not too much. Somehow, you want to do more for him." The semester seems to be a success. The beginners have progressed rapidly in just one week; most of these newcomers are participating in the ballet, which pleases both Mr. Worth and the Dance Department. The advanced class has learned a lot about Ballet and its fine points. If one had to describe the mood in the studio, it would be energetic, cooperative, and enthusiastic. Mr. Worth's energy and humour, Mr. Lomax's guidance and pleasant attitude, coupled with these young dancers' desire to learn creates a very enthusiastic and enterprising atmosphere.

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| 2. Sausage | 3.25 | 4.80 |
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| 4. Pepperoni | 3.25 | 4.80 |
| 5. Peppers | 3.25 | 4.80 |
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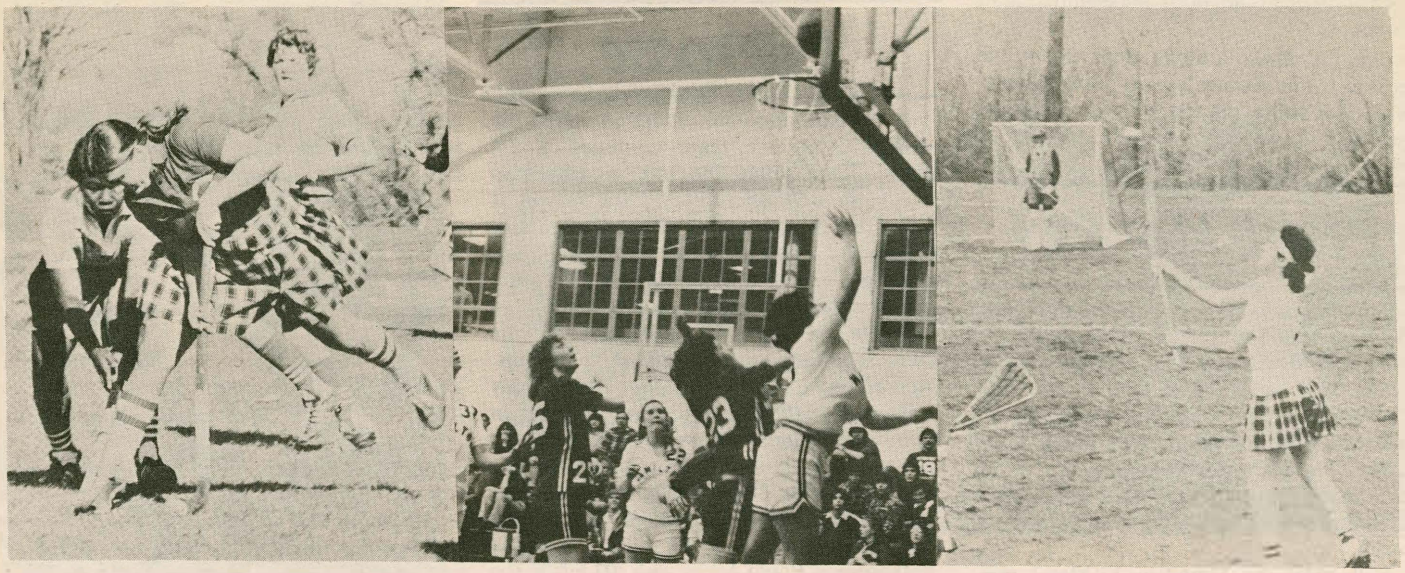


# Women's Sports

## *A Three-Year Survey*

**by Larry Goldfarb**

When Hamilton merged with Kirkland College in 1978, the state of the women's athletic program was not very promising. For a school of more than 500 women, Kirkland offered varsity competition in only two sports: field hockey and tennis. Moreover, it depended on Hamilton across the road for all of its facilities. In 1976, before the new field house was built and the Alumni Gym renovated, Samuel Babbitt--then President of Kirkland College -- was queried about the needs of the athletic department in the new building. He felt that the women would need only one team room in the new structure. Furthermore, he foresaw little growth in women's athletics when the two schools merged.

It would be an understatement to say that Babbitt was off target. In 1981, Hamilton will field varsity women's teams in all sports, two less than the men. In addition, the Women's Hockey team, though likely to remain a club sport for a few years, plays a strong intercollegiate schedule. There are plans in the near future for a Women's Softball team. Add to this co-ed intramural competition in softball, volleyball, soccer, and Hamilton presents one of the strongest women's athletic programs among small colleges in the country.

The growth of women's sports on the Hill can be attributed to the dedicated support of the faculty, and not merely to Title IX. Title IX, enacted by Congress midway through the '70's, specified equal athletic opportunity for male and female teams in colleges and universities. Schools spend thousands of dollars transporting teams around the country. These are the same schools which fund their athletic budgets with money derived from the Men's Football and Basketball programs. Thus, using Michigan as an example, while the University of Michigan Men's Basketball team flew to Indiana to take on the Hoosiers, the Women's team bused to Illinois. Title IX effectively ended this discrimination. It forced men and women to approach sports from the same direction. It also forced schools like Colorado and Florida to terminate the existence of some male athletic teams in order to form women's teams. While Title IX has rearranged athletic programs across the country, it merely created an atmosphere of equal athletic opportunity for female athletes at Hamilton.

Hamilton, as well as other small schools, has a limited athletic budget which is funded out of the general college supply of funds. Thus, costs associated with the three largest men's sports on the Hill is less than $85,000. At a somewhat larger institution, the budget may be ten to fifteen times greater. Fortunately, in order to offer female atheletes an equal opportunity, Hamilton did not have to hurt the men's athletic program, or rob a bank. Furthermore, Title IX merely specifies a set of rules, it does not create an attitude.

When the merger was enacted, Gene Long presided over Hamilton athletics. He was directly responsible for bestowing immediate varsity status on the Women's Basketball, Tennis, Field Hockey, and Swimming teams, as well as leaving the door wide open for the addition of Lacrosse, Track, Cross Country, and Soccer. When the 1980 school year commenced, the women had a total of 10 intercollegiate varsity teams, with the addition of Squash. Next year, Soccer will achieve varsity status bringing the total to eleven. It would have been easy for Long to form the eleven teams right off the bat, but he chose to nurture interest in the sports by granting them varsity status slowly. When Long stepped down in 1979, handing the reins to Tom Murphy, varsity basketball coach, each sport had, or was developing, a firm foundation.

Midway through the 1981 winter season, the women have been more successful in their intercollegiate competition than the men. The Women's Field Hockey team was seeded second in the New York State tournament. The basketball team seems to be on their way to a second consecutive tournament berth. In addition, each year, the college is putting more money into the female athletic program. In 1978-79, the college spent $5,322 on the women, compared to $69,833 on the men. While the men's budget has increased to $82,725 in '80-81, the women's program has shown a 400 per cent increase. Furthermore, the men's budget includes costly sports, such as football and hockey, which make up nearly half of their budget. The men also foot the

*Larry Goldfarb is the Sports Editor of* The Spectator. *Individual reports were prepared by- Meredith Moodey, Carol Peterson, Bill Bruce, and David Davis.*

bill for officials in both male and female sports.

The Hamilton athletic department has created a fine women's intercollegiate program. The following reports offer a detailed look at the various sports that make up women's sports at Hamilton.

# *Field Hockey*

Three years ago, the Hamilton Field Hockey team compiled an unimpressive 4-5-1 record. They improved this mark to 7-4 in 1979, and placed fifth in the State Tournament. The raised their mark to 8-3 last year with a seventh place finish in the States. There are many reasons for the vast turn-around in the field hockey program including added depth and an invaluable coach.

Following the Hamilton-Kirkland merger, the Field Hockey team was one that "lacked depth, strength, and experience," according to Coach Sue Spencer. The bulwarks of the team were then-junior goalie Amy Buckalter and left inner Alice Trumper; however, the rest of the squad was not really able to support their fine play.

Behind Buckalter, Trumper, and some new talent, 1979 was perhaps the breakthrough year in field hockey at Hamilton. Their record presented the first winning mark by a Hamilton women's team and the first appearance at a State Tournament. Indeed, Spencer calls this achievement one of her "biggest thrills in field hockey at Hamilton."

## *"She [Spencer] is like having another player on the field."*

Last year's team, although somewhat disappointing in State competition, did nevertheless have many encouraging signs. The emergence of a superb fullback line with freshman Karalyn Deluca and sophomore Vici Yelton is very impertant. Spencer claims that "one will rarely find better fullbacks" than DeLuca and Yelton. In addition, the team was very young and was dominated by freshmen and sophomores. While Spencer admits that they "still lack two or three outstanding scorers," she does state the future of field hockey is "very bright."

Spencer is another reason why the field hockey program has advanced so much. With her working philosophy of "teamplay, conditioning, and the feeling of fellowship and pride," she now has a team that seems ready to begin a dynasty. As one team member said: "She's (Coach Spencer) like having another player on the field." With such a young team and with such a fine coach, the field hockey program is on the rise

# *Lacrosse*

As a Kirkland club sport in 1978, the women's lacrosse team compiled a 2-4 mark. The squad became a Hamilton varsity in 1979 and finished the season at 6-3. Last year they went 7-4 to cap a fine building program under Coach Sue Spencer. It seems safe to say that the future will bring more quality records.

While they were a Kirkland club, the lacrosse team faced several problems. According to Spencer, they were only "given enough time and space as the men allowed." There was also a lack of expert players and committment. Of course, the spring weather did not help too much for outdoors practice. One bright spot was a 7-6 victory over Cornell with a goal by defenseman Paula Jones with :03 left in the contest.

When the team was given Hamilton varsity status for the 1979 campaign, there was vast improvement shown. The addition of a superb defenseman, Karin McNeill, and the maturing of then sophomore attackman Alice Trumper helped raise the team record considerably. Spencer also attributes the improvement to the use of the fieldhouse facilities for practice during the poor spring conditions, and to the fact that the team had achieved varsity status.

Last spring, the squad gained more respectability with their good record, great individual performers, and a key 10-3 victory over the Colgate J.V. — an upset that was one of Coach Spencer's lacrosse highpoints. As a freshman, Amy Boyd provided powerful offensive punch. However, she was overshadowed by the

**Laxwoman makes the catch**

achievements of Trumper and McNeill. Both made the N.Y.S. Collegiate All-Star squad and the Regional All-Star team that competed in the National Women's Lacrosse Chamionships. In addition, Trumper established a new single-season scoring mark and McNeill was one of 32 women picked to try out for the United States Lacrosse Team.

With the return of McNeill and Boyd and added depth, Coach Spencer feels the lacrosse program will truly blossom. "Each year we seem to get more depth," she said. "We also have a lot of beginners interested in learning." she added.

*— David Davis*

**Field Hockey players on defense**

# Squash

The Women's Squash team began its first season in 1980 and thus far its success has been nothing short of phenomenal. The team is 3-0 as of January 15, and the level of play has been excellent.

Sue Spencer's crew began their first season on an historic note when it hosted the Can-Am squash tournament. This competition featured teams from Canada and America vying for the first-place trophy. Entered were schools such as Vassar, York University, and Mcgill of Canada. Though Hamilton finished third, Kate Wallace, the team's best player, played extremely well, winning all three of her matches. According to may of the players, this tourney was very successful.

Thus far this season, Hamilton has defeated Middlebury, William Smith, and Colgate. If this first season is an indication of the level of women's squash at Hamilton, then the team can expect an extremely bright future.

□ □ □

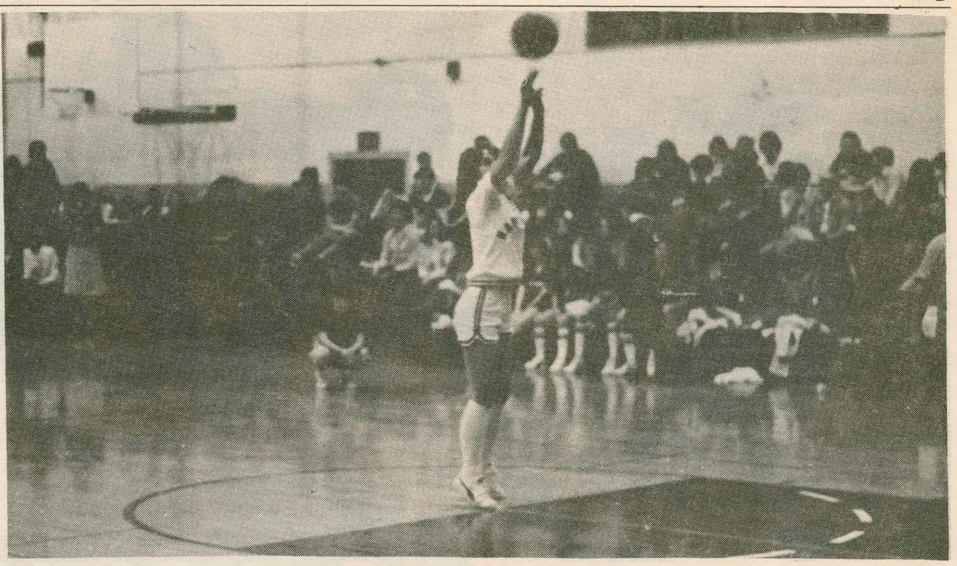
It seems that the Kirkland-Hamilton merger may have improved some of the women's teams. Coach Spencer stated that "The limited budget and lack of committment by the Kirkland administration would have always held us back." In addition, Spencer said, "the present co-education brings better skills, more experience, natural ability, and dedication while developing a winning attitude." The facts do state that Spencer-coached teams did improve considerably after the merger and that the future seems very promising.

*— David Davis*

# Basketball

The Women's Basketball team began three years ago with the merger of Hamilton and Kirkland. While other sports have had to apply for Varsity status, the netwomen were in effect given a free ride, and after three years, the record shows that the team was quite worthy of this privelege. After a rocky first year in which the team fought to a 4-7 record, the women took off. They rose in record to 14-6, and they advanced to the state semifinals last year. This year the team is 5-1 and becoming a dominant force in intercollegiate Division III Women's Basketball. And, as Coach Janice Savitz vividly points out, "There are no seniors on this team."

Perhaps the greater force behind the success of Women's Basketball on the Hill was ex-coach Sue Zawacki. In effect, she came on the scene without a semblance of a team. In fact the first team came right from the student body. Not one player was recruited. Yet she managed in only two years to guide the Continentals into the playoffs. Her success was so spectacular that she was offered a lucrative position at Amherst, which after



**Basketball player converts a foul shot**

weeks of deliberation she finally accepted, leaving the team in the competent hands of Janice Savitz.

'Marra Harris, a member of the original team in 1978, attributes much of the team's success to Zawacki. "She came in and there was no team," she said. "They walked off the street and onto the court." A major aspect of Zawacki's success was her ability to attract athletes to the campus. Last season, 7 of the 14 players were freshmen.

Two of the team's most prolific freshmen last year were from NY State. Julie Chanatry, from nearby Rome had a spectacular opening season. She led the Continentals in rebounding as well as placing 8th in that category in all of Division III. Mary Sheehan led the team in scoring. "In one year," said Harris, "We developed a program comparable to the men's."

The team plays its home games in the Alumni Gym, and according to Harris, has no aspirations to play in the field house. "We love the Alumni Gym," said Harris. "I personally don't want to play in the fieldhouse. We have loyal fans and they love to see winners."

While many others contributed greatly to Women's Basketball's popularity, the player who stands out as the most important is Marra Harris. She started the first game nearly three years ago, and was the team's leading scorer. Last year, her bombs through the hoop from 30 feet became the hall-mark of the Continentals. This season,

*"They walked off the street and onto the court."*

though injured, she is co-captain along with Julie Chanatry. Throughout her tenure on the team, Harris felt that the team was treated very well by the athletic department. "Anything we have wanted, we have gotten."

This season, Hamilton is off to a great start. Without a senior on the them, the team should expect another playoff berth. Furthermore, through continued success, the women have developed a reputation for excellence that can only aide the influx of fine women athletes in the years ahead.

# Hockey

The Women's Hockey Club has been in existence for more than three years. Two years ago the women added intercollegiate games to their schedule which had been previously comprised of games with the fraternity house teams. This year the club plays a twelve game intercollegiate schedule.

Third-year coach, Rick Allen '81 feels that the women are improving every year. There are, he feels, two reasons for this: 1) the juniors and seniors are gaining more experience and learning basic skills, 2) a talented crop of sophomores and freshmen who have previous hockey experience from high school are joining the club.

Entering his second year of coaching the women's team, Ken Howe attributes the success of the program to the women's unflagging enthusiasm.

"Last year, they would get beaten badly, yet they bounced right back and tried even harder. This team just wants to play hockey. The players want to have fun." says Howe.

This year the women have their own uniforms. In past years the women wore a varied assortment of pants, jerseys, and socks. Howe feels that the uniforms give the women more of a sense of being a team.

Due to the size of the team (45 members) Allen and Howe said it was difficult to attain continuity in practices. Allen stated, "The same players don't show up every day. It's hard to have set lines. At times it's like a clinic."

Because of the interest of the women in the sport Allen thinks the squad should be made a varsity team. Jenny Colapietro '82 would also like to see the squad achieve var-

**Skaters face off**

sity status because, she feels, the team would get treated better by the administration. Colapietro would also like to see the Hamilton Women's Hockey team become more competitive with other college teams.

There is, however, another feeling on the team. Julie Fagan '83 wants the team to remain a club. "Women's hockey is fun. There is no pressure, no intense competition. It's a nice change from the pressure of the varsity sports on the Hill," remarked Fagan. Vicki Wenzel, '83, had a similar attitude. She said, "I love playing on the women's hockey team. We are a fun team."

*"This team just wants to play hockey"*

Coach Ken Howe thinks that eventually the team will move up to the varsity level. However, he cites some potential problems if the change is made. A major reason for the high interest in women's hockey is the fact that *everyone* gets to play. If the team were made varsity only 20 to 25 players would be allowed on the squad. Thus, Howe wonders whether the Hamilton women's hockey program should be designed to field a competitive varsity squad or to provide an opportunity for *many* Hamilton women to play organized hockey.

*— Bill Bruce*

# Soccer

In the Spring of 1979, freshmen Marina Mahlau and Nancy Sackett expressed their interest in starting a women's soccer team to a few members of the Varsity Soccer Team. The posters were put up, and the word was spread. Approximately forty women played in the first women's soccer club. John Englund '80 and Granger Babcock '81 along with other varsity players, coached the squad. Yet the women were without a field and played where ever they could.

The program that Spring was designed primarily to expose the women to soccer. Many had not played before they entered Hamilton and needed basic instruction on the game's fundamentals. The women played one game that season, and were embarrassed by Colgate.

Interest in the sport continued. Thus in the Fall of '79, another club was assembled. Kelly Griggs '80 was the coach. His job was to introduce the women to this new game. The team played three games and remained winless. The following Spring, soccer players from the men's varsity again coached the team. Yet the status of the club was still in limbo. There was talk of making women's soccer a varsity sport, but there was also suggestions to disband the sport at Hamilton entirely.

In the Fall of 1980, Hamilton finally made a committment to women's soccer. Athletic Director Tom Murphy hired Janice Savitz to coach both the Women's Basketball and Soccer teams. By coming on the scene when she did, Savitz gave the club the credibility it needed.

Though still without a field, goal nets, and their own uniforms, the women played an eight game schedule. The team suffered through the first five games but in the sixth the team tied Skidmore. Then the magic moment arrived: the team beat Union at home notching their first win ever. Though the team lost its final game to Cornell, the ground work had been laid for a varsity soccer team in 1981-82. The women ended the season at 1-6-1.

Next season as a varsity team, the women will receive new uniforms and have adequate playing facilities. Coach Janice Savitz is quite excited at this prospect. With a varsity program, Savitz will be able to attract top-notch high school athletes to the school.

Savitz fels that the Continentals will have a better chance against a very tough schedule as a varsity team. "Last year we played some teams that were very good," she said. "We were not on their level. Next year we are going to be more competitive."

Addressing the future of female soccer, Savitz said, "We are going to try to build our program to the level where we can play Cortland State and St. Lawrence."

Sue Ruef '84 was one of the co-captains on the club this past fall. She felt that the team came together at the end of the season. "I think the program will continue to grow," she said, "we'll get better talent each year."

Many of the players were excited about the prospect of being varsity athletes including Cathy Ottaway and Julie Fagan. Fagan believes that the team will be successful because they have a fine coach. "She [Savitz] was easy to get along with, and was totally dedicated to the team," said Fagan.

Overall, the program is on the upswing. Possessing a field, new uniforms, varsity status, experience and a new coach, the soccer team looks different than the one that kicked the ball in the spring of 1979.

*— Bill Bruce*

**An attempted free kick**

# Swimming

Like every team early in its career, the Women's Swim Team has been for its coach, Eric MacDonald, a mixed bag of failures and successes. As the team enters its third year of Division III competition, however, MacDonald is quick to point out that the successes have obviously assumed the upper hand.

"If one were to look only at the season's records, it would appear that the team is decreasing in quality," MacDonald said, referring to the fact that the '78-'79 team posted a 5-2 record while in '79-'80 the record was 6-4, "but this is simply not the case. The first team that I coached had only one experienced swimmer. Last year it was three, and this year, eight. We are definitely starting to attract quality swimmers."

Perhaps even more important to the program than the number of experienced swimmers that Coach MacDonald has to work with is the way in which he transforms those with little or no swimming background. "Percentage-wise, the women show more improvement than the men," MacDonald said. "It was unbelieveable for such a new team with only seven swimmers to take fifth place at the State Meet last year. My goal for this year is to move into the top three, and in two years, to be in a position to win the States."

"The Women's team still lacks some of the intensity that the Men's team has" MacDonald said, stating one of the team's short-comings. "As a whole, I would say that the women take swimming less seriously." Yet even this appears to be changing. While last year only two women returned early from Christmas vacation for practices, this year nine of the thirteen members returned. "I measure a team's dedication by what it does when it doesn't have to do it," MacDonald said. If this is the case, Coach MacDonald seems to be faced not only with an increasingly talented, but also an increasingly dedicated squad, which can only be interpreted as a success.

*— Meredith Moodey*

**Tennis action**

# Tennis

Women's tennis has existed on the Hill for almost a decade, yet the sport did not start to blossom until this year.

As one of the two sports at Kirkland, the women played an intercollegiate scedule. Yet, without adequate practice facilities, the success of the team was seriously limited. "We had to beg, borrow, and steal a place to play," said Comfort Richardson, the team's coach through its history. "Greg Batt — the men's coach — and Gene Long were always good to us. Yet, we had to practice at weird times — 8:00am and 1:00pm.

*"We had to beg, borrow, and steal for a place to play."*

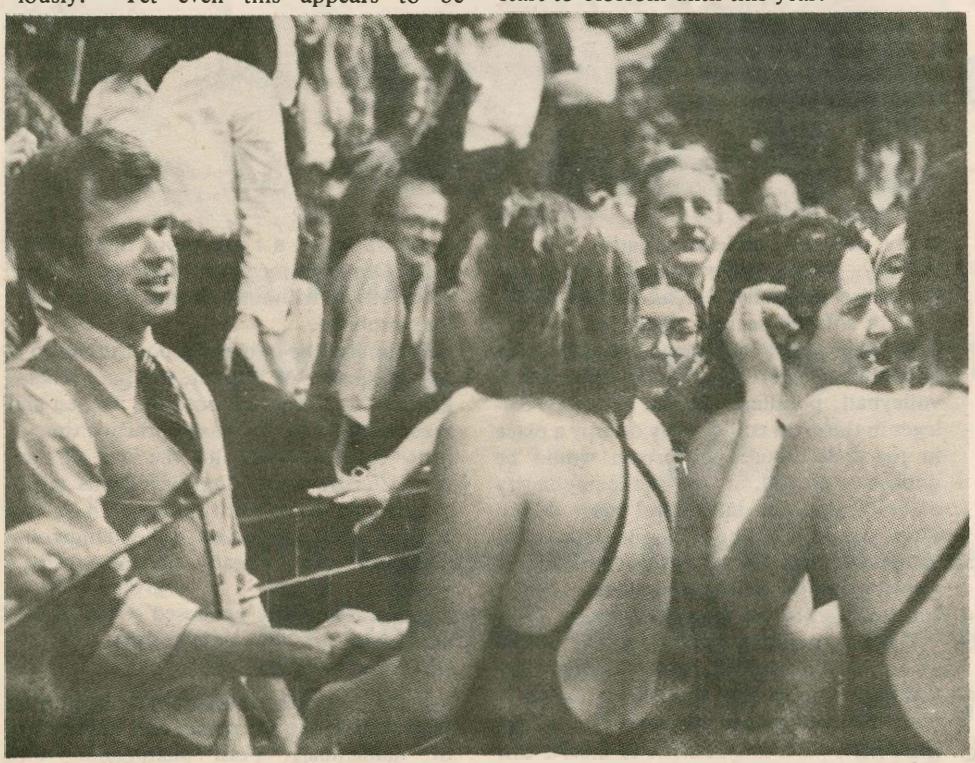
Three years ago when the two schools merged, the women became an instant varsity sport. "It was a terrific shot in the arm for the team," she said. "We shared the courts with the men on an equal basis." Yet, as the fieldhouse was under construction at the time, both teams were limited to five courts. The men practiced in the late afternoon, while the women practiceed earlier.

During the first two years, the team compiled a 3-7 record. In those years, the team was led by Linda Johnson and Sue Vorhees. Though they were quite enthusiastic, compared to other women's teams, their talents were limited.

1980 saw a rapid change in the fortune of women's tennis. The team compiled an 8-3 record while entering the state championships for the first time. "We had a lot of good freshmen," said Richardson. "And we were aided by Erica Silbersher, though we would have had a winning season without her." That might be a slight overstatement. As the number one singles player on the team, Erica was undefeated. Silbersher, a junior, had transfered from Binghamton at the start of the fall semester. because she wanted to attend a small school. Though a late season injury prevented her from playing in the state tourney — in which she was seeded — her presence on the court throughout the season gave the women confidence, which the team translated into eight victories. Other outstanding players on the '80 team included Cece Bockenstedt and Laura Greenspan, both sophomores.

"We have nine returning players," said Richardson, "I expect three or four freshmen to make the team next year." Yet, she warned that because the quality of the freshmen women athletes has improved drastically, she would not be surprised to see a few upperclasswomen not make the team in 1981.

On the positive side, Richardson forsees a strong Women's Tennis team in the next few years. Hamilton, according to her, will now be a regular entrant at the state tournament and will hold its own against top division III women's teams in the years to come.



**Coach MacDonald congratulates a relay team**

# Track & Cross Country

The Women's athletic programs at Hamitton have been steadily improving each year: the Women's Cross Country and Track teams are no exception. Since Kirkland College did not attract many women athletes, the track and cross country programs suffered.

In 1978, Long began working with the women on a club basis. Long stated that he was glad to see that the women were taking enough active interest in cross country and track to participate in the programs. In 1979, the team turned varsity and initial records were set. A few of these records remained unbroken this past year: Amy Owens' 800 meter run at 2:24.1, and Bonnie Kelly's 5:14.3 mile. All other records were shattered in 1980.

In tournament and post season competition, Hamilton has increased in participation as well. In 1979, women's track participation in the NESCAC (New England Small College Athletic Conference) meet and also won home tournaments against Hartwick, Union and Russell Sage. 1979 produced only one AIAW qualifier. Varsity Track in 1980 won first place in women's events at the seventeenth annual MVCC relays. The team placed fourth in the NESCAC meet, beating Harwick, but losing to Albany and Binghamton. The women also placed fourth at the Cortland Invitational Meet. Field event specialist Chris Culver set new records at 38'8" (shot), 111'8" (discus), 94'5" (javelin) and came in third in shot-put in the New York State AIAW Championships.

The improving and growing track/cross country program has produced many good competitors. Cathy Carlisle developed "from an inexperienced runner into a competitor with a lot of poise," states Long. Amy Clark, a former field hockey player, switched to cross country and developed into a good seasonal runner. Amy Gurney, who never ran cross country, came out for the squad and inside of two years, improved her time by two minutes.

As a whole, with the addition of Sarah Grygiel and several promising freshmen on this past fall's squad, the cross country team had its best season yet. The record in dual meets was 6-2. Long finds that these women of cross country have also committed themselves to more than one season this year. He believes that women have finally realized the privilege of participating in intercollegiate athletics, a realization which is increasing the numbers of participants each year.

Even though he feels there is still a long way to go for improvement in women's athletics at Hamilton, Long is highly optimistic for the future. Long, who encourages participation, states, "I will be disappointed if those who participated on the club drop out beause they see someone better than themselves. "The Hamilton program can only get better with increased participation, quality athletes, and changing attitudes.

*— Carol Peterson*

# Recommendations

In spite of tremendous growth of women's athletics, some basic problems remain. Each year, Hamilton adds more women to the freshman class. According to the admission office, many of these women chose Hamilton because of its superb athletic opportunities for women. Thus in the next few years, the department will have to expand to accomodate this influx of women athletes. This will mean more teams, perhaps softball and volleyball, and additional full-time coaches. While softball appears to be the most likely candidate for varsity status, it seems that Women's Volleyball would be a more realistic choice.

In order to accomodate a softball team, more stress would be placed upon an already deficient athletic situation. In the spring — when softball is played — the fields are generally wet, as rain is usual. Thus a softball season, dependent on dry fields and good weather, would have to be an extremely short one. On the other hand, volleyball, popularly played at many colleges in the area, could easily occupy a place in the field house. Its season would be unobstructed and, in view of the popularity of vollyball as an intramural sport, Hamilton would not be without significant talent. In order for the college to satisfy a growing number of women athletes, volleyball looks to be the best alternative.

Another possible solution would be the JV teams in basketball, tennis, field hockey and lacrosse. In the absence of an additional athletic faculty member, the college could hire part-time coaches to handle this load. While at present the need is not present, in the future, women's JV teams will exist.

A second problem plaguing the athletic department concerns existing facilities for the current women's sports. The college provides facilities for one female team each season — many sports do not require team room facilities and thus far one has been enough. Yet, next fall, the Women's Soccer team will need a team room that doesn't exist. Does this mean that the men's soccer team will be without a room? This is a serious problem.

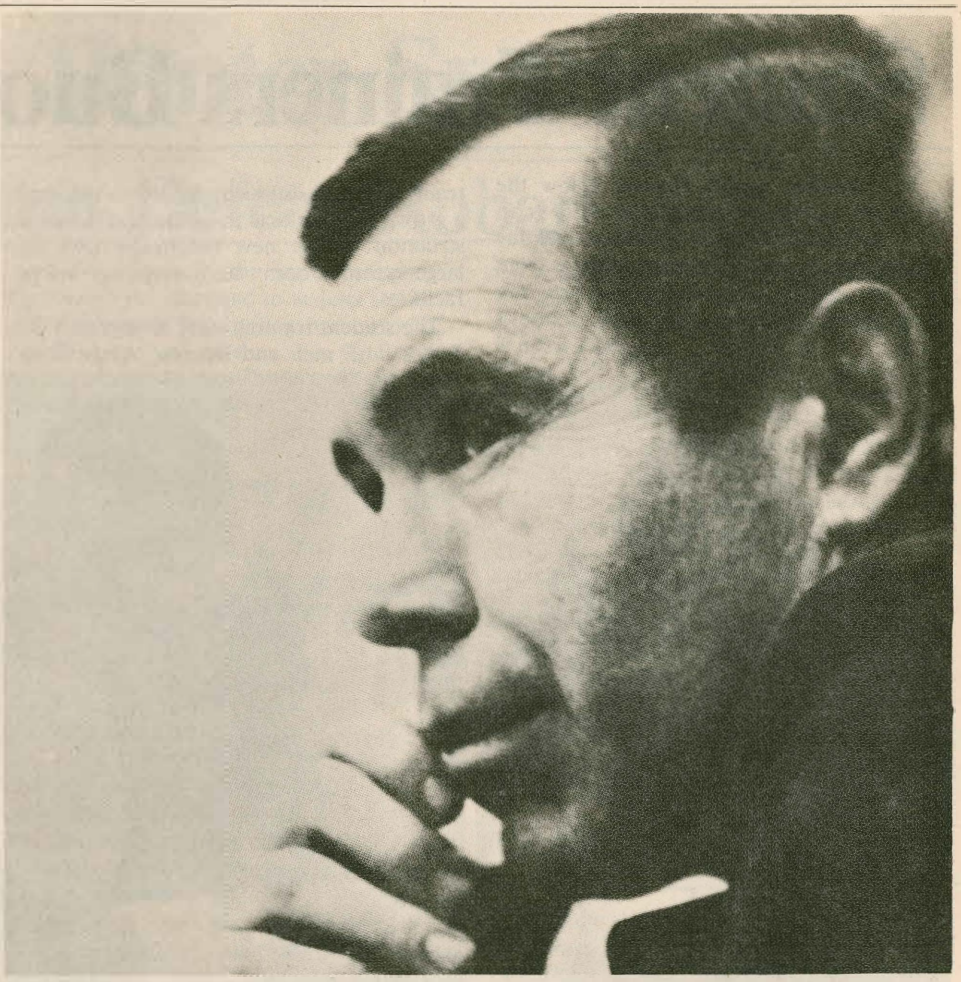
Secondly, the swimming pool situation is not adequate. At present, the pool is dangerously crowded and both the women and men are hurt by decreased practice time in order to compensate for the lack of facilities. Furthermore, opposing teams refuse to dive at Hamilton's pool as it is too shallow and considered quite dangerous. The new pool, already on the trustee's agenda, should be given strong consideration. The proposed structure has provisions for new team rooms, a weight room and a six lane pool.

Thirdly, as mentioned above, the playing field situation in the spring and fall borders on inadequacy. Poor maintenance and

drainage have left these fields useless through the early spring. Yet even if all the fields were operable, there is still a shortage of field space. In an attempt to alleviate this situation, two fields were constructed on the Kirkland campus. But, these fields — which appear terribly sloped — are designed for intramural use. Moreover, they lack the drainage and scoreboard facilities found on varsity fields. Furthermore, their location, a ten minute walk from the athletic center, make their use as varsity fields debatable. The intramural program also is dependent on these fields to alleviate a situation of overcrowding now present in that program. The construction of a varsity playing field on the golf course next to the football field should be considered. This is a relatively flat area that could be easily transformed. It is also very close to the athletic complex.

*"...the department will will have to expand to accomodate this influx of women athletes"*

Even with these various problems, Hamilton has handled the merger, as it pertains to the athletic department, beautifully. There is no reason to expect the next three years of women's sports at Hamilton to be any less successful than the previous years.



**Tom Murphy, Head Coach**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# Student Trainers Buoy Athletics

The training room, situated below the Emerson Lobby in the athletic center is an extremely hectic place at 3:30 on a weekday afternoon. At any given time, athletes from the ten men's and women's sports are demanding attention from the school's trainer, Al Nickerson. Yet, Nickerson is not alone; he is assisted by a team of student trainers. In fact, the students do the bulk of the taping, leaving Nickerson free to treat complicated injuries. "Student trainers," said Coach Nick, "are a very important asset to the athletic department."

When Hamilton merged with Kirkland College, the demands on the athletic trainers almost doubled. Added to this was a growing intramural program and the construction of the new fieldhouse with its large team room and training room facilities.

The student training staff is large and includes both men and women. Aside from performing their routine pre-practice functions, the student trainers accompany teams on road trips as well as serving as trainer at various home contests. "Its good experience," said Tom Bradbury, a senior who's planning to seek his masters in psychology following graduation, "I enjoy it, and I have an opportunity to meet a lot of people."

Senior Steve Brooks, starting tight end on the football team is also a trainer. "It's a big job for the student and a large responsibility. It gives valuable experience, unlike most jobs that are just busy work." Most of the trainers serving under coach Nick are interested in health related fields. Paul Pillmore and Jim Wall — both trainers when not playing hockey — are applying to dental school.

*"Training is a big responsibility"*

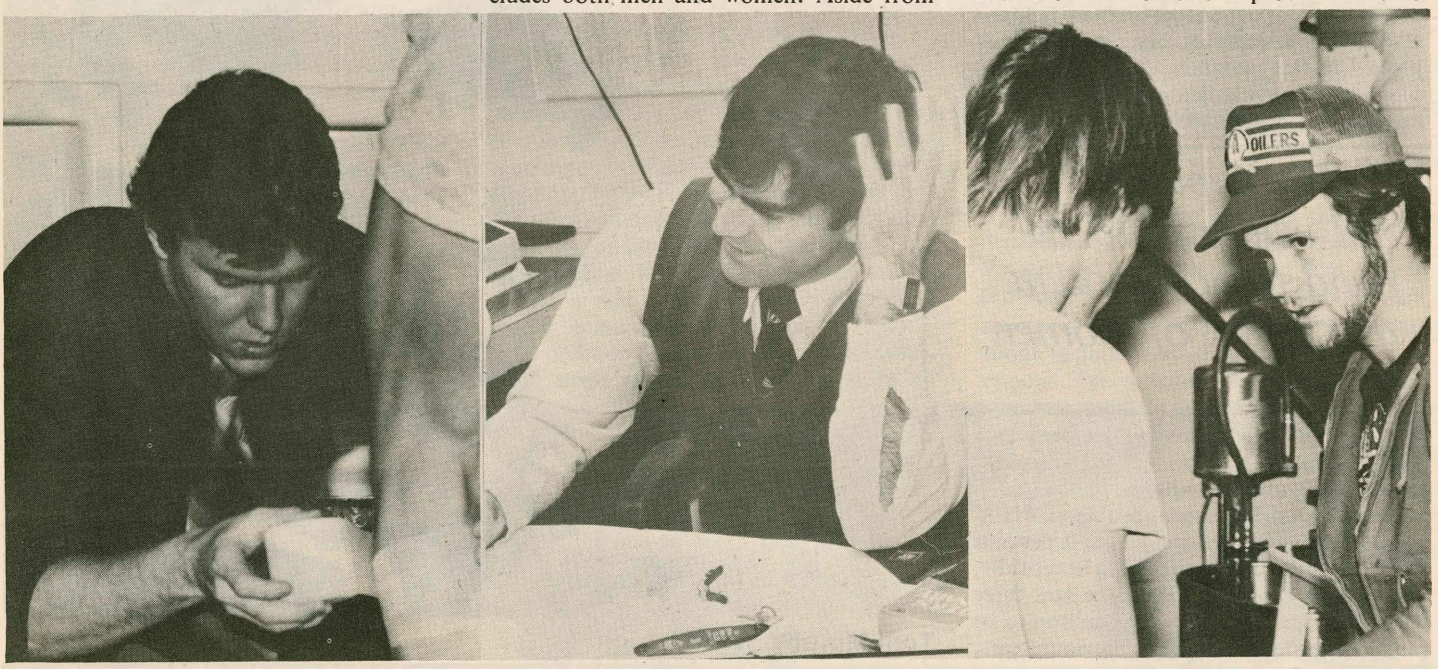
Tom Morris is interested in medicine, while Rich Harvey wants to become a chiropractor. "Training is a big responsibility," said Harvey. "You are taping athletes who represent the school. If a player gets hurt due to a poor taping job, you have to take the responsibility."

According to Tom Bradbury, Coach Al Nickerson goes over new training techniques three or four times during the semester. Moreover, if a player requires stiches, or has a fairly serious injury, Nickerson demonstrates procedures that could be valuable at some later time. Bradbury remembers the time an athlete tore some ligaments, and Nickerson treated the student, explaining to the onlooking trainers the severity of the injury.

The training room remains open until nine pm. Much of the time spent there by the student trainers is not productive, but preventative. If a serious injury were to occur during intramurals, quick medical attention is readily available. Already this semester, many students have been treated by student trainers. "It can get tedious," said Harvey "but we always have to be ready."

Nevertheless, the student is not qualified to handle most athletic injuries, according to Bradbury. Yet, the trainer understands the technique and in most cases can differentiate a minor injury from a serious one. "On road trips, the visiting trainer is always around," said Bradbury.

Student trainers provide a valuable service to the college community. Though they are not medically experienced, trainers provide athletic teams with the routine attention which is desperately needed. As one student put it, "the student athletic trainers are an invaluable asset to the coaches, athletes, and managers. They seem to have a cure-all for everything."



**(from left to right) Greg Hoogkamp, Coach Nick, and Steve Brooks in the training room**

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# Men's Winter Sports

## Netmen Defeat Hobart

The Hamilton Basketball team has won the Utica Tip-off tourney three straight years. In fact, the last time they lost in Utica occured three years ago to Dowling College, a Division II power and their opponent in the first round of the 1981 tournament.

Hamilton entered the tournament 5-0 having convincingly defeated RIT and Buffalo State. Yet, in the minds of the players, Dowling — featuring tremendous size and quickness — would be the sternest test of the season. The game opened as if the Continentals' team bus had never gotten off the arterial. Dowling outscored Hamilton 18-4 in the opening and many fans in attendance at Utica College began stretching in preparation for the second game. In spite of the early deficit, the Continentals rallied and cut the margin to six points at half time.

The second half saw Hamilton and Dowling slug it out with the latter retaining a six point margin until the final seconds. With Hamilton down by one point with 30 seconds left, the Conts brought the ball downcourt. Kevin Grimmer, who scored 26 points, 20 of those in the second half, never saw the ball for the final shot. Instead Charlie Robinson took a 20 foot jump shot that fell off the rim effectively destroying the Continentals hopes for a perfect season and securing them an invitation for the consolation game the next night against Clarkson who had lost in the second game to Utica College.

The consolation reminded one observer of the Battle of Gettysburg. While Hamilton won the battle, they saw Grimmer, Weir, Evans and Kiley leave the game with assorted injuries. Grimmer, who suffered a separated shoulder came back into the game, but his effectiveness was severely limited. Evans hobbled around with a sprained ankle while Kiley was taken from the court, or should one say, the battlefield, with a broken toe. Nevertheless, the game was tied at eighty-two after regulation time. The heroic efforts of the injured Continentals were rewarded with a 92-91 overtime victory.

"These guys won't quit," said coach Tom Murphy. "Kevin (Grimmer) is a tough competitor. He's one of the better players Hamilton has ever had. Yet he's been our only consistent performer all year. We just haven't played consistently."

After many hours in the training room, the only player who was unable to make the trip to the North Country on January 16 was Grimmer. That night, the Continentals challenged St. Lawrence University. Once again the team trailed the Saints throughout the contest but managed to acquire the ball with 37 seconds left trailing by one point. But this game was different. No, the Continentals did not win, but Evans and Robinson fouled out midway through the second half leaving the reins to 4 sophomores and a freshman. Thus, while the team lost 51-46,

**Robinson dunks one**

the team gained valuable experience. "These guys are learning," said Murphy. They played without Kevin and they did a great job. Our whole offense is designed around Kevin, and when he doesn't play, its tough."

The next night, the team traveled down the road about five minutes to Clarkson College. Clarkson, big basketball power, took to the court and suprised the Hamilton team. And the Golden Knights opened up an 18 point lead in the first half. Yet Hamilton didn't quit. The Conts were almost flawless from the foul line as Bruce Weir was 10-10 and Nat "sweet water Clifton" Hunter made six consecutive foul shots in the final minute giving Hamilton an 81-76 victory. Freshman John Kiffel has a season high of 15 points while Bruce Weir had 16 points.

*The consolation (game) reminded one observer of the Battle of Gettysburg.*

In the victory, Murphy saw a lot of positive signs. "Hunter, Birnham, and Kiffel are starting to believe in themselves. In past years, if we lost a Grimmer, we would have been in big trouble. This season, we have a good bench."

The team returned to the fieldhouse on January 20th to challenge Hobart. Hobart entered the game with but eight players and were no match for the Grimmerless Continentals, who defeated the Statesmen 89-58. Robinson was the high scoring man for Hamilton with twenty-one points while Evans added twelve.

The Continentals are on the road for the remainder of January. In fact, of their first fourteen games, the Continentals have played only four games in the fieldhouse, a place where, until last season, the Conts had not lost for almost five years. "In college basketball, it is tough to win on the road and we have a very tough schedule," concluded Murphy.

## Hockey Wins Thriller

The Hamilton Hockey team has had an extremely difficult season. The team lost its first five games before defeating Union 5-3 in the first round of the Williams Tourney. The team dropped the championship game to their host 5-3, but three days later, on January 7th, the team battled back from a three goal deficit to tie Williams 6-6. The Continentals also beat Buffalo at home on January 10th (7-2) before dropping consecutive games to Union and Potsdam. Thus, before leaving for Geneseo to take on the Ice Knights on January 17th, Hamilton's outlook was very gloomy.

As the bus entered the campus of Geneseo College *en route* to the ice rink, the bus driver took a wrong turn that stranded the bus in a snow bank. The entire team

tried to push the bus out of the snow, but to no avail. At one point, Steve Carmen got a shovel and tried to dig the bus out, but is was no use. The team took their equipment into the rink while the bus driver forked out $40 to get the bus towed out.

Before the game, players actually thought this progressive warm up would be quite effective, but after the first period they were singing a different tune. Hamilton trailed 5-2, while being badly outplayed. Geneseo scored their sixth goal early in the second period and Greg Batt, Hamilton's head coach pulled Brad Benson, the starting goalie and inserted Mike Cassier. As if by magic, Hamilton rose from the dead to unbelieveably score five goals in five and a half minutes to take a 7-6 lead. In that span, Mike "Sparky" Marta scored two goals within 10 seconds, Jim Wall had two goals including a shorthanded goal while the Conts played two men down.

*rose from the dead to score five goals in five and one half minutes*

**Captain Jim Pollan shooting from the point**

Steve Carmen gave the Continentals a two goal lead in the third period, but the game wasn't over. Geneseo scored three times in the last ten minutes including the tying goal with seventy second remaining and the contest went into overtime.

Three minutes into the overtime period, Geneseo's right wing, Sal Bruno, stole the puck at center ice and went in on goal all alone only to be stonewalled by Cassier. The puck came down into Geneseo's end. Mike Marta, attempting to pass the puck back to the point had his pass deflected to Dave Lahey — a converted defensemen — whose slapshot flew over the goalie's shoulder and Hamilton had won this unusual game 10-9.

# Trackmen Running Strong

Featuring one of the finest indoor track facilities in the country, the Continentals have hosted two track meets achieving a 2-1 record. Hamilton competed against Alfred College on January 9th in a tremendous meet. Andy Wertz set the fieldhouse record for the 300 meter run with a time of 36.6 seconds early in the meet. He also won the 60 meter dash in 7.3 seconds. Phil Brophy won the pole vault with a height of 12.6 feet.

The meet remained tight throughout with Alfred slightly on top until the final race, the 3000 meter run. Hamilton swept the race with Sean Delany winning in a time of 4:17. Close behind were Tom Trainer and Andy Nill. Hamilton won the meet 69-66.

Eight days later, Hamilton hosted a tri-meet that included Williams and Union. Though Hamilton ran well, they were defeated by Williams 75-57 with Union taking this with 32.

While Andy Wertz won the 30 meter dash, Hamilton dominated the second and third places while Williams took many firsts. Nevertheless, in defeat, assistant coach, Joe Kacevich has been pleased with the team thus far. "We definitely have more depth than last year," he said. "Indoors, there are more events than outdoors and you need that depth." Kacevich was especially pleased with the contributions of Tom Trainer in the 1500 and 300 meter runs, Bernie Scozzafava in the decathalon, Jimmy Rust in the 800 and 1000 meter races, and Mike McGlothlin in the 400 and 500 meter runs.

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# Successful Swimmers

The Hamilton swimming team has swum beautifully thus far this season, achieving a 4-1 record. In the words of coach MacDonald, they "are ahead of where I expected them to be right now." Nevertheless, Hamilton lost its opening meet of the Winter Term on January 10 to Williams 64-49. Yet, according to MacDonald, the Conts swam well. Palmer Lewis set a school record in the 1000 yeard freestyle in 9:59.6. Ed Ptak won the diving with 171.25 and Norm Lyster took the 200 freestyle.

A week later, Hamilton traveled to Rochester to take on the Yellow Jackets. Hamilton won the meet 59-54, as Palmer Lewis and Norm Lyster set pool records in the 1000 and 200 yard freestyle repectively in times of 10:05.29 and 1:47.68. Lyster also set the pool record in the 500 yard freestyle in 4:51.46, while Adam Cowles set the 200 yard backstroke record with a time of 2:03.63, some four seconds faster than he has ever swam before.

Coach MacDonald is extremely please with the state of his team as they prepare to face Hobart and Colgate. While the Hobart meet, on the basis of competitive swim times seems to be an easy victory, Colgate, a top Division I team looks to be much tougher. Nevertheless, according to MacDonald the team is progressing very well and many of the swimmers should easily qualify for the Division III Nationals held at Oberlin College in March.


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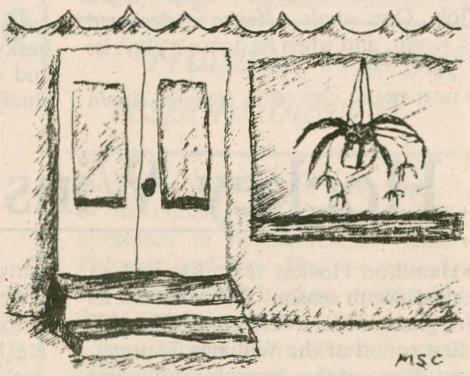


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# Final Note

## The Hill Loses Again

When Dean Gordon Bingham leaves Hamilton College this Spring, he will leave behind him an enviable and admirable record of achievement. As Dean of Student Affairs he has successfully guided the College through its most trying period--the merger. Even though the time of the merger was filled with tension among students, faculty, and administrators, Bingham was perhaps one of the few men repected by both campuses as evidenced by the extraordinary number of people who signed the petition to reappoint him dean.

But Dean Bingham's greatest accomplishment does not lie in the arena of his administrative abilities, rules, regulations, or policies. Rather, it lies in his ability to deal with people. He is, perhaps, the only administrator that knows a majority of students as he encounters them around the College. Despite his huge administrative duties, he has always made the time to deal directly with students and their concerns. The lights in his office are frequently on late into the night. Outside the office, no other administrator on this Hill is seen at so many campus events. Whereas most Deans are responsible and interested in their students, Dean Bingham has carried his responsibilities beyond the confines of his office to the students.

Recently, however, the Dean has been the focus of controversy, having been questioned on issues ranging from fraternities to interim reports. But what most of his antagonists do not realize is that some of the policies that they object to have not originated in the Student Affairs office. The Dean may not necessarily agree with some of the College's policies, but he must support and work within them and effectively keep the students' best interests in mind. He has done this and done it well. The students of Hamilton College will be very fortunate if a dean is found that exhibits the qualities of Dean Bingham, for this dean does care.

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In the last two years, the upperclassmen of Hamilton College have seen five top administrators resign: Chris Covert, former Dean of Admissions; Sydney Wertimer former provost; Arthur Jewett, former Director of the Physical Plant; Lawrence Gulick, former Dean of the College; and now Gordon Bingham from Student Affairs.

Whether by coincidence or not, all these administrators were popular with the students. It does not just end with the administrators, many professors have also left. Maybe it is just these men's unique ability to deal effectively that makes them so popular, not just with Hamilton's students, but to other institutions as well. However, the answer is simple. Hamilton must make more of an effort to keep these people here.

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## Times Are A Changing

The Middle States Report, The Special Interest Housing Report, and a lengthy article on the Ad Hoc Committee's Report on Student Life, appear in the this magazine for a very important reason. We urge every student, whether freshmen or senior, male or female, white or black, to read carefully what each article has to say and respond to it.

Hamilton College is, according to the Middle States Commission, in a period of transition(see the Report on page 26)--a period of change. We agree. The Report goes on to state that Hamilton is not fully co-educational. We agree. But whether or not we agree or President Carovano agrees or anyone else agrees is only important if we are willing to do something about it. The students now have an opportunity to have some kind of input on the future of this College. The students can be the deciding factor as to whether or not the college should abolish fraternities or establish sororities; whether or not the College should establish special interest housing; or whether there is some kind of other solution.

It is time that we realize that we do have a problem with the inequities of the social life on this campus, we must stop ignoring it. Over half of the campus participated in a poll conducted by *The Spectator* taken in mid-October, frat and non-frat members alike. Of those answering the poll; nearly 70 percent did not approve of the present social life, 72 percent of the senior male fraternity members did not approve, 78 percent of the senior independent males did not approve, and 84 percent of the senior women did not approve of the present social life. This is enough evidence that a problem does exist.

The Middle States Report has given us the incentive to do something now. It goes on to explain that we must change our present situation to become a fully co-educational institution. The other two reports, the Ad Hoc on Student Life and The Special Interest Housing Report, are moves in the right direction. We urge all students to please read them and repond how they feel about the various issues. All responses should be directed to David Blood, President of the Student Assembly.